

SCHOOL LIFE

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March
1937

Vol. 22 • No. 7

KNOWLEDGE COMES BUT WISDOM LINGERS



IN THIS ISSUE



A Letter From the White House • Crucial Issues in Education • Education in American Democracy • Next Steps for Junior High Schools • What is Educational Broadcasting? • "On Our Way"—Forums • Statistical Thumbtacks • Educational News

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

215

WRITE TO:

The Office of Education,
U.S. Department of the
Interior, Washington,
D. C., for published
information on—

Nursery-Kindergarten-
Primary Education

Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

School Finance

School Legislation

Exceptional Child
Education

Rural School Problems

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Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

Health Education

Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



March 1937

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Graphic Arts Department, Rhode Island School of Design, Providence, R. I.

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THE WHITE HOUSE
WASHINGTON

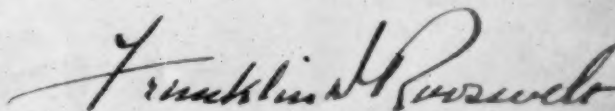
February 18, 1937

My dear Dr. Studebaker:

I am happy to send my greetings and very best wishes to the members of the Department of Superintendence of the National Education Association. While you as the leaders in educational administration in this country will be considering many problems concerning better ways to conduct educational institutions, I hope you will give special attention to the central problem before our country and the world. I refer to the problem of maintaining and improving the democratic processes, both political and economic, of our American way of life. No body of citizens bears greater responsibility for the successful functioning of a democracy than the educational administrators and teachers. It is the responsibility of government to carry out the will of the people. But it is the responsibility of organized education to make sure that the people understand their problems and are prepared to make intelligent choices when they express their will.

It is of great importance to the future of our democracy that ways and means be devised to engage the maximum number of young people and adults in a continuous, fearless and free discussion and study of public affairs. This should be the natural postgraduate program of all citizens whether they leave the full-time school early or late. We have meeting places in every community, built by the people and used for day school work. Thousands of new buildings have been erected in the last few years. We now face the problem of promoting educational programs to make the most of our physical and human resources. The planning of such programs is a major responsibility of the educational profession. The result of such programs will be to strengthen the fabric of democracy.

Very sincerely yours,



Dr. J. W. Studebaker,
Commissioner of Education,
Department of the Interior,
Washington, D. C.

Crucial Issues . . .



TO CREATE the fine fabric of civilized, democratic society requires the sacrifice, struggle, and patience of generations of human beings. To destroy it takes but a short period of ruthless reaction. Machine guns, strategically placed, can silence the most courageous and able minds. Fires can make short order of books which represent the patient study of millions of human beings through generations of searching for truth. Concentration camps can isolate critical intelligence, and by harsh example force the expression of uniform opinions and views. Penalties and threats can throttle the use of the means of communication to broadcast facts or opinions on which human welfare may depend.

Once the great principles of majority rule and minority rights have been trampled under foot, peaceful and orderly and self-enriching social progress is impossible. Once the power of the few to control and exploit the many is unchecked and unlimited, we can expect a repetition of the unbridled arrogance of tyranny. The history of despotism is a reliable prophet of the social catastrophe which may be expected. Contemporaneous events warn us of the conditions of war and poverty which accompany the methods of dictatorship.

Upon the educators in the remaining democracies falls the historic responsibility of giving new vitality and power to popular institutions through the educative process. This is the crucial issue before us.

J. H. Sturdenaker

Commissioner of Education.

AASA—A Department of the N. E. A.

THE Department of Superintendence has a new name. By terms of constitutional change voted by the convention the organization now becomes the American Association of School Administrators, a department of the National Education Association. In brief the AASA.

For the first year of life under a new title, Superintendent C. S. Glenn, of Birmingham, Ala., was elected president, unopposed. Others elected are: Second vice president, J. W. Ramsey, superintendent of schools, Fort Smith, Ark. Members of the executive committee: Jesse H. Mason, superintendent of schools, Canton, Ohio; A. L. Threlkeld, retiring president, and newly elected superintendent of schools, Montclair, N. J., became first vice president.

Preferential ballot

These gentlemen are the last officers to be elected at a convention city, since the constitutional changes introduce a new system—preferential balloting. As planning committee Chairman Paul C. Stetson explained, ballots for the primary preferential will be mailed October 1. Names of the five receiving the largest number of votes will then be submitted to the membership. The executive committee will declare as elected the one receiving the largest vote on the final ballot. The change is being instituted to obtain a plan "essentially . . . the most democratic method", and which will "effectually remove any presidential politics from the annual meeting."

Also for the first time an appraisal committee headed by Walter D. Cocking, former State superintendent of education, Tennessee, went into action considering the general plan and activities of the meeting. The aim is to make recommendations for improvement of the meetings.

The resolutions

In brief and unusually graceful English, the convention resolved: . . . for Federal aid to States to support public education . . . passage of the Harrison-Black-Fletcher bill . . . additional aid for advancement of vocational, industrial, adult, youth, and pre-school educational

William Dow Boutwell, Chief, Editorial Division, Brings Timely Report of New Orleans Convention to *School Life* Readers

programs . . . more consideration to the place of education in the present reorganization of the Federal Government . . . expansion of the school program levels, restoration of services, closer relationships with other community services . . . wide use of sound pictures, radio, and press . . . protection against personal and partisan politics and freedom to teach the truth . . . wide observance of the Horace Mann centennial . . . complete repeal of the red rider . . . conscription of wealth as well as manpower in war . . . establishment of committee to study membership eligibility rules.

New documents

Important documents representing many hours of cooperative effort on the part of members of the profession appeared at the meeting and were the subject of thorough discussion:

The Improvement of Education: Its Interpretation for Democracy, the fifteenth yearbook of the Department of Superintendence. This is an examination of the position of education and school systems in relation to American resources and public opinion, with recommendations at the close for a study in school of the place of the schools. Chapter V, with its balance sheet of American life, listing ideals and beside ideals the failures to attain these ideals, is strong medicine.

"The Unique Function of Education in American Democracy", by Charles Beard, a publication of the Educational Policies Commission. This beautifully designed book, written in the most appealing prose of any recent book on education, and illustrated by Hendrik Willem Van Loon, points out the separateness of education from other agencies of government and the important reason for that separateness in a democracy.

"A National Organization for Education", a booklet by the Educational Policies Commission, setting forth the results of its study for means of improving the

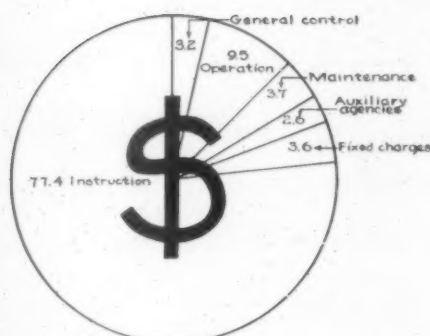
professional organization of education. The recommendations contained, especially in respect to more vigorous defense of educators unjustly persecuted, will probably have great influence.

Hospitality

Warm spring breezes, bright flowers of tropical plants, and the generous Mardi Gras hospitality spirit of New Orleans provided a unique setting for the convention. Hotels and the convention hall were adjacent to New Orleans old French quarter with its lacy iron balconies, shuttered windows and doors, and restaurant patios green with banana fronds. President A. L. Threlkeld, Secretary S. D. Shankland, and others became "dukes" for a night at a brilliant masked ball and pageant. And on the last day of the convention New Orleans school children, members of the Krewe of Nor, reenacted a spectacular Mardi Gras festival with 52 floats. School officials from all over the United States are returning home with new ideas of what pageants and parades can really become. On Wednesday morning more than 8,000 guests breakfasted under the spreading branches of the dueling oaks in City Park, learning the delicious mysteries of grillard, yellow grits, boiled crabs and crayfish, hot rice cakes, pralines and French drip coffee, and other famous creole dishes.

When the school administrators were not occupied with good food they were deeply concerned with currents of life outside the schools. But the fears and impatience of former years are beginning to be replaced with attempts to answer the question: "How can education aid in finding solutions to the difficult problems of American life?" Preserving democracy. Reducing the terrific accident toll. Preventing crime. Enriching American culture. Solving labor problems. Promoting conservation. Using radio for education. These were subjects of their deliberations.

Statistical Thumbtacks



THE study of Per Capita Costs in City School Systems, 1935-36 shows a rise in cost per pupil from \$87.65 in 1932-33 to \$94.05 in 1933-34, \$96.18 in 1934-35 and \$102.73 in 1935-36. This was 7.3 percent increase the first year, 2.3 percent the second, and 6.8 percent from 1934-35 to 1935-36. Of the approximately 300 cities studied, only 11 showed increase from 1932-33 to 1933-34 but 185 show increase from 1934-35 to 1935-36.

Highest in 1931-32

The 1935-36 cost however is still 5.6 percent less than the cost in 1929-30 and 9.1 percent below the cost in 1931-32.

The increases in percentage for the 6 major accounting classifications from 1934-35 to 1935-36 were:

	Percent
General control.....	10.7
Instruction.....	6.2
Operation.....	5.8
Maintenance.....	15.5
Auxiliary agencies.....	11.3
Fixed charges.....	7.6

Total current expense..... 6.8

The increase in the costs for maintenance indicate that some of the long delayed repairs to buildings and equipment were made last year.

The portion of the current expense dollar that was spent for each of the major functions in 1935-36 was as follows:

	Cents
General control.....	3.2
Instruction.....	77.4
Operation.....	9.5
Maintenance.....	3.7
Auxiliary agencies.....	2.6
Fixed charges.....	3.6
Total.....	100.0

Emery M. Foster, Chief of the Statistical Division, Emphasizes That the Per Pupil Cost Last Year Was Still Under That of 1931-32 by 9.1 Percent

Reports from 16 State school systems for 1935-36 show that for this group of States there was a 5.3 percent decrease in the enrollment in the first grade from 1933-34 to 1935-36. Reports from 17 States show a 2.7 percent increase in enrollments in the high-school senior class and 3.9 percent increase in the total high-school enrollment (last 4 years of the system) from 1933-34 to 1935-36.

Term variation

There is considerable variation in the length of term even in the larger cities. In 1933-34 in 958 cities of 10,000 population and more, the term varied from 150 to 200 days. The most common term was 9 months, varying from 176 to 185 actual teaching days, as 59.2 percent of the systems fall in this group. There were 19 percent however that approximated a 10 months term. When we consider that the average term for rural schools in the same year was only 8 months (160.8 days) one inequality of educational opportunity between cities and the rural areas is very apparent.

School property

The value of school property per pupil in average daily attendance increased from approximately \$300 to \$400 from 1924 to 1930 but remained stationary at \$409 for 1932 and 1934.

State departments report

Only 22 of the State departments of education have been able to report for Statistics of State School Systems, 1935-36, in 7½ months after the close of the school year in June 1936. This however is a greater number of reports than have usually been received by this date. If all the States could make their reports within the first 6 months after the close of the school year, the national figures

could be available much sooner than is possible at present. The Office of Education appreciates the fine cooperation it receives in collecting, analyzing, and publishing such reports, and it wishes to make them increasingly useful from year to year.

On Your Calendar

- AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCES. Philadelphia, Pa., Apr. 16 and 17.
- AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS. Kansas City, Mo., Apr. 13-15.
- AMERICAN CHEMICAL SOCIETY, DIVISION OF CHEMICAL EDUCATION. Chapel Hill, N. C., Apr. 12.
- AMERICAN PHYSICAL EDUCATION ASSOCIATION. New York, N. Y., Apr. 21-24.
- CLASSICAL ASSOCIATION OF NEW ENGLAND. Middletown, Conn., Apr. 2 and 3.
- CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Nashville, Tenn., Mar. 25-27.
- EASTERN ARTS ASSOCIATION. New York, N. Y., Mar. 31-Apr. 3.
- EASTERN COMMERCIAL TEACHERS ASSOCIATION. Boston, Mass., Mar. 24-27.
- EASTERN MUSIC EDUCATORS CONFERENCE. Buffalo, N. Y., Apr. 14-16.
- NATIONAL CATHOLIC EDUCATION ASSOCIATION. Louisville, Ky., Mar. 31-Apr. 2.
- NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., Apr. 7-10.

Education in American Democracy



SCHOOL authorities have the obligation to sustain educational liberty and administrative freedom consonant with the unique function of public education in a democracy, according to the Educational Policies Commission which has recently published its first pronouncement under the title, "The Unique Function of Education in American Democracy." This statement of policy is the foundation stone for pronouncements to be prepared during the 5 years of life allotted to this Commission, established a little more than a year ago by the National Education Association and the Department of Superintendence. Dr. Charles A. Beard has collaborated in the preparation of this first volume; the illustrations are by Hendrik Willem Van Loon. The following paragraphs from the publication reveal the thinking of the authors in their own words.

Early Concepts

IN THE MANAGEMENT of human affairs it is often necessary for leaders of state, the professions, and callings, amid great disturbances, to take their reckonings—to recur to first principles. This applies to education as well as to other branches of national interest and activity; none is independent of the others. Having committed themselves to government by popular verdict, many founders of the American Republic turned to education as a guarantee that a government of this type would endure—not merely to political education narrowly adapted to the genius of American institutions, but to education in the arts, sciences, and

H. C. Hutchins, Assistant Secretary, Educational Policies Commission, Presents Brief Digest of "The Unique Function of Education in American Democracy"



letters, assuring a deeper foundation in civilization itself.

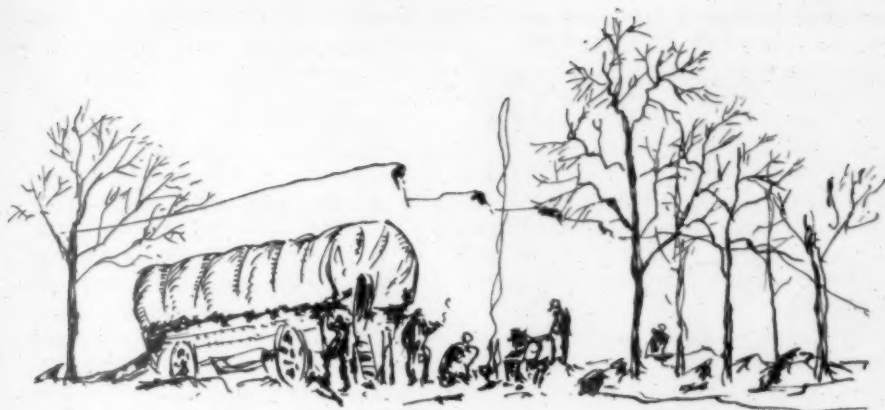
As befitted the temper of the age, early educational planners insisted upon unlimited freedom of inquiry and exposition in institutions of learning. They cast off *a priori* notions of tradition and brought to the bar of critical examination "all things under the sun"—the works of nature, institutions of church and state, the forms and distribution of property, the relations of property to government, the processes of government, the driving forces of social life, the family and its historic role, the maxims of industry and commerce, and international affairs. And they did this with insight, a wealth of learning, and a firm grasp upon realities.

Its Nature and Obligations

WHILE education constantly touches the practical affairs of the hour and day, and responds to political and economic exigencies, it has its own treasures heavy with the thought and sacrifices of the centuries. It possesses a heritage of knowledge and heroic examples—accepted values stamped with the seal of permanence. Wielding no weapons of sheer power, claiming no pomp and circumstance of state, education nourishes the underlying values upon which state and society depend for their existence—values

which outlast transformations in the working rules of government and economy, and offer promises of humane reconstruction in times of crisis and threatened dissolution. Above all, education has obligations to truth in itself and for its own sake—obligations to seek it, defend it, and make humane use of it. Education must keep alive memories, linking the past with the present and tempering the sensations of the hour by reference to the long experiences of the race. It must kindle and feed the imagination, by bringing past achievements of the imagination into view and indicating how new forms of science, art, invention, and human association may be called into being. Education must foster aspiration—the desire to be more, to acquire greater skill and knowledge, and to create. It must cherish beauty as a value in itself and as contributing to mental health, power, and pleasure, as adding rewards to labor and delight to life.

Knowledge alone does not present imperatives of conduct, nor kindle aspiration for the good life; nor necessarily exemplify it. There is nothing in a chemical fact, or in a financial fact, which necessarily instructs the learner in the right use of it. Commands relative to usage come from other sources—from the funded wisdom and aspirations of the race, whatever elements of expediency



may enter into the account. Ethics is, therefore, not a side issue with education as here conceived, but is a central concern—a concern that gives direction to the spread of knowledge. Taken in its fullness, education stands apart from the other public services, such as public works and public safety, and is distinguished by obligations of its own. It underlies and helps to sustain all public services.

Administrative Distinctions

THE PRESSURE of the public services upon the community for revenues has been largely responsible for the rise and growth of a movement for budget reform and for the consolidation of all administrative agencies in a centralized system. Extremists propose to make educational administration a mere branch of the general administration, headed by a single political officer, and to treat the school budget as a mere division of the general budget. Educational administrators recognize the exigencies out of which the demand for efficiency and economy has sprung, and the community interests which they are designed to serve. Where it can be demonstrated that there are net advantages in the consolidation or coordination of administrative operations, it should be effected, insofar as the unique services of education are not thereby impaired. But in these efforts in cooperation, school and college authorities are compelled by the obligations of their trust to safeguard the fundamental nature of the educational function, and to point out with unceasing reiteration its primary and basic character, its intellectual and moral contributions to the maintenance of the society upon which all services depend for their existence and support. Whether it is a question of budget-making, the keeping of accounts, the selection of personnel, the purchase of supplies, or the design and construction

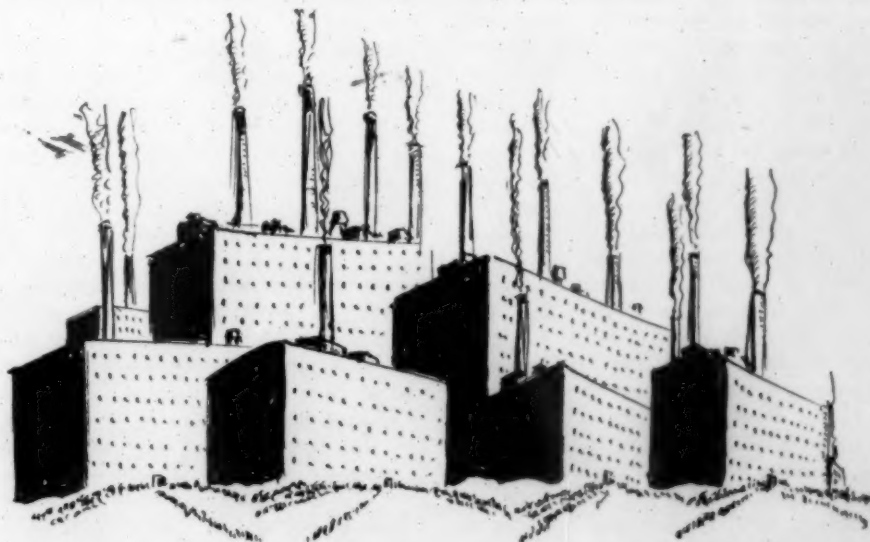
of school buildings, the indubitable requirements of education call for fiscal and administrative distinctions fully adapted to the care and training of youth.

Political Freedom

THE REMOVAL of educational administration some degree from periodical turnovers in regular legislative and executive offices is no accident. Although it cannot be said that in the beginning our lawmakers always had a positive philosophy of administrative independence for the schools, they early discerned a distinction between education and other public service functions. The idea of vesting public power in a board, as distinguished from a single elective or appointive officer, was, of course, no novelty in the middle period of American history, when the foundations of public education were securely laid. There were many American precedents in other departments of administration, especially where large powers in the determination of policy were assigned to public agencies. For example, from the very

beginning of American history a certain independence has been assigned to the judiciary. Moreover, positive restrictions are placed upon the removal of judges by political authorities. Many branches of Federal and State administration, especially boards and commissions, have been given a special position in the frame of government; this is particularly true of agencies that have semi-legislative and semijudicial, as well as administrative functions. In all this there is no denial of democracy. No public agencies, no public policies, are placed beyond the reach of the popular verdict as delivered in due course.

It is within an institutional setting which assures a certain competence and continuity of administration that education has also been assigned a high degree of independence. This independence is no accident of politics and law; it is, at least in a large measure, the result of deliberate policy, adopted with reference to the broad purposes of education and defended on positive grounds. Yet the autonomy so guaranteed does not cut education off from society or from the long-run judgments of the electorate. The protection afforded, such as it is, merely runs against the pressure of active and vociferous minorities, and to some extent against particular majorities which win control of the executive and legislative departments at particular moments on issues other than those of education. In due course the deliberate opinion of the community prevails in educational administration, as far as general policy goes; but even community judgment cannot overturn the knowledge which education is pledged to cherish and disseminate, without destroying education.



SCHOOL LIFE

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MARCH 1937

COVER-PAGE QUOTATION

"Knowledge Comes but Wisdom Lingers"

THE acquisition of wisdom is a slow process. Knowledge, as known facts, may readily be acquired by young and old in accordance with their respective ability-levels to achieve. However, when decisions based upon such knowledge are to be made, the facts need to be interpreted in the light of experience, which comes only with time. The adult who from life experiences feels a need for some specific educational training and to this end enrolls for instruction, has a background of understanding that will serve him well in generalizing upon the facts he learns and in reacting wisely to situations in life in which they are involved. Moreover a consciousness of need is an impelling force to learning. Instruction in parenthood at the time it is functioning, training in the privileges and duties of citizenship during the time they are exercised, special vocational training as new conditions demand, courses in the appreciation of art and literature as

aesthetic longings develop, are examples of the immediacy of needs that make adult learning highly effective. In the education of the adult, wisdom and knowledge are brought close together. The experience of maturity is applied to knowledge as it is acquired, the adult has the opportunity of putting the knowledge he has gained into immediate practice, and the practice tempered with experience has a high probability of being wise.

The adult education movement is now in an era of expansion, resulting from the growing public opinion that we too long have neglected one of the most direct and effective means for raising the educational level of our whole population. Probably the greatest recent factor influencing public opinion in behalf of educational opportunities for adults comes from the results of psychological studies made during the past decade which show that the ability of adults to learn new things persists to an advanced age. The significance of this newly established truth is of tremendous importance for the long-accepted proposition that democracy must rest upon an intelligent citizenry. Age of itself can no longer be a deterrent to an individual's desire to obtain new or additional knowledge of some subject in which he becomes interested or to acquire new skills for the performance of manual tasks either of a vocational or avocational character. Man is thus not only freed from the fetters of inertia that have bound his ambitions for self-improvement, but is given an impetus to go forward, encouraged by the prediction of success. This means throughout the active years of the span of life ability to read with understanding, to study with the expectation of mastering, and to receive instruction with assurance of benefiting from it.

An analysis of the educational level of the population indicates a need for furthering educational opportunities for adults. At the present time the average number of years of education completed by pupils in the elementary and secondary schools is only a little more than 10 (in 1930 it was 9.65) and the median education of the adult population is approximately the completion of the elementary school. In 1930 the maximum school attendance for any age was 97.5 at age 11. This percentage decreases with age and at 20 is only 13 percent. It is safe to assume that a few years beyond that age the percentage of any age group enrolled for any kind of educational instruction must be very small. When it is pointed out that in 1930, 62 percent of our population was 20 years of age and over, it becomes apparent that provision

for adults as an integral part of our educational program is socially imperative.

MARIS M. PROFFITT,
*Educational Consultant and Specialist
in Guidance and Industrial Education,
Office of Education.*

FORTHRIGHT FACTS

"SENTIMENTALITY is 'the great sin of the press', a sin that has led to the writing of news as features rather than news, Sir Willmott Lewis, Washington correspondent of the London Times, said last night in an address at the Raleigh Hotel before a dinner observing the 133d anniversary of the founding of the Churchman, oldest English language religious journal.

"I don't mean sentiment," said Sir Willmott. "Sentimentality is an emotion for its own sake, not for the worthy object. This sentimentality in the press is exemplified by the feature. It works like Gresham's law. Gresham's law says that bad currency drives out good currency.

Radio Programs

Office of Education

The World Is Yours

[SMITHSONIAN PROGRAM]

Sunday NBC-WEAF (red): 11:30 a. m. E. S. T., 10:30 a. m. C. S. T., 9:30 a. m. M. T., 8:30 a. m. P. T.

Treasures Next Door

[BOOKS]

Monday CBS: 4 p. m. E. S. T., 3 p. m. C. S. T., 2 p. m. M. T., 1 p. m. P. T.

Let Freedom Ring

[STRUGGLE FOR CIVIL RIGHTS]

Monday CBS: 10:30 p. m. E. S. T., 9:30 p. m. C. S. T., 8:30 p. m. M. T., 7:30 p. m. P. T.

Have You Heard?

[NATURAL SCIENCE]

Tuesday NBC-WJZ (blue): 3:45 p. m. E. S. T., 2:45 p. m. C. S. T., 1:45 p. m. M. T., 12:45 p. m. P. T.

Education-in-the-News

Friday NBC-WEAF (red): 6 p. m. E. S. T., 5 p. m. C. S. T., 4 p. m. M. T., 3 p. m. P. T.

And so it is with the feature, which causes a progressive deterioration of the news. News is no longer written as news, but as a feature.

"The desire for sentimentality", declared the speaker, "is in part an expression of the confusion that besets the individual in this day and age."

"What is the press doing in our countries to help the individual to capture and hold the essential dignity of the human being?"

"The press, said Sir Willmott in answering the question, 'is feeding him sentimentality.'"

The above is an excerpt from an account recently published in *The Evening Star*. Sir Willmott Lewis asks a challenging question in, "What is the press doing in our countries to help the individual to capture and hold the essential dignity of the human being?"

The educational press of our countries, through factual enlightenment, unbiased information based upon accurate research, and by forthright presentation, has opportunity beyond measure to lead the way out of "the confusion that besets the individual in this day and age."

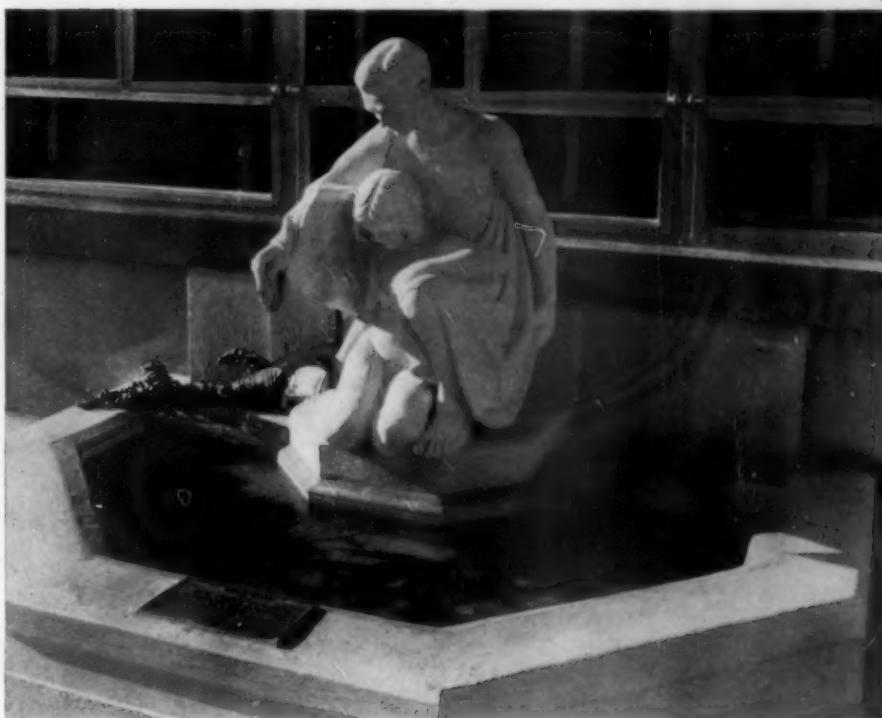
THE LIBRARY

EVEN with the most economical organization, the library service the country needs cannot be supplied at the expense of the local communities. They haven't the money. In the case of the public schools the States have had to come to the rescue. Almost all States make some contribution, and some bear the primary responsibility for the schools. If the library is an important agency of popular education, the States must follow the same course as to them and for the same reasons. The accident of being born in a poor section of the State cannot debar the citizen from equal educational opportunity. I have no doubt that eventually the Federal Government will be compelled to equalize educational opportunity throughout the Nation. It is doing it already to some extent through the National Youth Administration and through its contributions to vocational education.

* * * *

"We should not think too much of the long and arduous road that lies before the library in the attainment of its ideals. We should fix our eyes instead on the dazzling vision of a nation informed, intelligent, and wise, that vision beheld since earliest antiquity by those who have understood that it is the excellence of the individual upon which the excellence of the State depends."

Commissioner's Memory Honored



Honoring the memory of William John Cooper, the Cooper Memorial Fountain was donated by the City Council of Parents and Teachers of Fresno, Calif. The fountain is a part of the new administration building of the Fresno city schools. It is located in an open court. The dedication took place on January 17.

The plaque on the fountain reads: "Dedicated to William John Cooper a Friend of Children by the Fresno City Council of Parents and Teachers 1937." The fountain was executed by Charles A. Covey, a local sculptor. It was dedicated to Dr. Cooper not only because he was a former superintendent of the Fresno schools but because "the Children's Charter" which is valued so highly by parent-teacher associations throughout the Nation was adopted by the White House conference while Dr. Cooper was Commissioner of Education.

Dr. Cooper served as Commissioner from 1929 to 1933.

Thus spoke President Robert M. Hutchins, of the University of Chicago, at a dinner honoring Carl B. Roden, former president of the American Library Association, on the completion of 50 years' service in the Chicago Public Library, of which he is librarian.

National Youth Administration

APPLICATIONS FOR STUDENT AID in American colleges this year have exceeded more than twice the number who could be helped under the funds of the National Youth Administration, according to Aubrey Williams, executive director.

Average benefits for college and graduate students under the NYA's program of student aid are set at \$15 and \$25 per month, respectively. Maximum benefits

possible under the plan are \$20 per month for undergraduate students and \$40 per month for graduate students.

NYA is extending help to approximately 10 percent of the Nation's collegiate population this year at an average monthly cost totaling about \$1,869,000. Figures released by Mr. Williams showed that 119,583 undergraduates and 5,235 graduates were enrolled under the student-aid program in 1,686 colleges and universities throughout the country.

On pages 198-199 is found a brief digest of the book, "The Unique Function of Education in American Democracy." Copies of this publication available (50 cents each) from the National Education Association, 1201 Sixteenth Street N.W., Washington, D. C. EDITOR.

Vocational Summary



The idea spreads

A PLAN whereby cooperative part-time students ascertain in advance of training the occupations open in their communities, is in operation in Colorado, according to Walter Cooper, State supervisor of trade and industrial education. "In one community", Mr. Cooper states, "we found 22 recent graduates from high school who were neither employed nor in school, 18 of whom we inducted into an employment training program. Before their training began these boys made an occupational survey of the community. As a result most of them had an opportunity to select occupations they wished to enter and to train for these occupations. A follow-up study shows that most of these students have entered employment in the occupations for which they were trained." Impressed with the success of these part-time cooperative students in securing full-time employment, other high-school students have made application for admission to training.

A thorough job

An itinerant teacher-training program in trade and industrial education which carries with it a plan for systematic follow-up of training service, to make certain that it has been effective, is reported by Massachusetts. Itinerant teacher-training, as defined in this report, is individual instruction given by supervisors of trade and industrial training to teachers "directly incidental to their classroom work—an individual service." It is distinguished, the report points out, "from training teachers in service." A card record is kept in connection with each teacher contacted. The supervisor of trade and industrial education as well as the supervisors of trade and industrial teacher-training report on each teacher they visit. With these records as a basis, the supervisors make recommendations regarding the help which should be given the different teachers. Conferences are then held by the supervisors, at which the records of each teacher are discussed and a plan for helping him in his program is formulated. Actual services to teachers include assistance in formulating a method of presenting instruction, in the

selection and analysis of projects, in planning academic and shop work, in class management, in related subjects and individual instruction, and in technique of follow-up. In some instances several visits are made an individual teacher by the teacher-training supervisor. These visits are supplemented by written suggestions and references in the form of literature, lesson plans, blue prints of projects, and analysis and outlines.



Joe Black, of Sheridan, Wyo., president of the Future Farmers of America, and J. W. Studebaker, Commissioner of Education, "talking it over" on the steps of the White House Executive Offices, after Joe had extended an official invitation to President Roosevelt to be present at the tenth annual F. F. A. Convention in Kansas City, next October. The Future Farmers of America, national organization of boys studying vocational agriculture in high schools, has approximately 120,000 members in 4,400 chapters in the 48 States, Hawaii, and Puerto Rico.

Getting what they want

That farm boys and girls out of school will return for short courses if they are offered what they want, is the conclusion of a report by Miss Margaret Browder, State Supervisor of Home Economics for Tennessee, on a cooperative home economics and agriculture program carried on by the Savannah Central High School, Hardin County, Tenn. "To call attention to our 20-day short course", Miss Browder says, "circular letters were sent to more than 200 prospective pupils, and personal visits were made by the vocational agriculture and home economics teachers. In addition announcements were made in the elementary schools and short articles were run in the newspapers." The majority of those enrolled in these short courses had completed the sixth, seventh, or eighth grades and had dropped out of school for some cause. While the girls took courses in letter writing, health, nutrition, clothing and food selection, the boys studied letter writing, agriculture, arithmetic, and shopwork. For the girls, also, there were demonstrations in rug making, making over dresses, and in canning. They also planned, prepared, and served meals. The main object of the home economics course was to help to raise the standards of living in the homes of the girls by the study of life's essentials—food, clothing, and shelter. Practical work for the boys included a study of soil erosion through illustrated lectures and field trips. They actually laid out and built terraces, sorted and graded feeder cattle, and studied cutting, curing, and storing of lespedeza hay. Students attending these short courses were permitted to take part in the regular activities of the school including the physical education work. They were considered a part of the school. Thirty students completed the course. At the end of the 20-day period 9 out of 30 students enrolled in the freshman class in the school, proving that they were getting what they wanted. Some of these students had been out of school for 5 years. Although sponsored primarily by the home economics and agriculture teachers, this short course project represented the cooperative efforts of the entire school faculty, the parent-teacher association, and the local school board.



Two students in merchant tailoring course, Needle Trades High, New York City, practicing their trade on each other.

A 250,000-worker industry

Training for absorption into the 250,000-worker garment industry is provided in the Central High School of Needle Trades in New York City. Started 6 years ago, with an enrollment of less than 20 boys, this apprenticeship training program for merchant tailors now has an enrollment of almost 200. The original course—Mortimer C. Ritter, principal of the Needle Trades High School, told the members of the Merchant Tailor Designers Association meeting in Washington last month—was set up for a period of 6 months. Boys now come to the school for 2, 3, and 4-year periods. The curriculum for the course has been broadened and now includes such related subjects as textiles, sketching, science, and English. The Needle Trades High School, Mr. Ritter said, is proud of its record in placing its graduates. Approximately 40 boys were placed during the year in temporary, part-time, and permanent jobs. The demand from the garment industries for needle trades students has increased to a point where it is difficult to keep these boys in school until they finish the course and graduate. The success of the school, Mr. Ritter declares, is due to the cooperation of the Merchant Tailors' Society, the Custom Cutters' Club, and the Merchant Tailor Designers Association, and to the assistance rendered by the Needlecraft Education Commission. The latter organization, which acts as an advisory board and coordinating agency, is composed of representatives from employers and employees of the needle

trades and of educators. The commission aids in setting up course content and in establishing minimum wages, hours of work, and length of apprenticeship service. The wearing apparel industry in New York City, in which needle trades graduates find employment, produces over 2½ billion dollars worth of men's and women's wearing apparel annually, furnishes employment to approximately 250,000 workers, and has an annual absorption power of 12,500 new workers. On the basis of product produced, number employed, and amount of wages paid, it is New York's largest industry.

Girls stage school "at home"

A modification of the social "at home" was given by the home economics students of the Middlebury (Vt.) High School last year, when they invited their mothers and the public in general to meet them at the school on "Guest Day." All the different class groups participated in this affair. The freshman girls, who had just completed a food-preservation unit and were studying family relationships, displayed canned goods, wrote the invitations, and acted as hostesses. Intermediate girls set up an exhibit of kitchen utensils which stressed points to consider in selecting such utensils and described how to clean them. Girls in the advanced class set up a buffet table to show an easy and informal way of serving a family or larger groups. They also made and served, in an attractive way, cookies, apple-cider punch, tea, mints, and nuts. Booklets prepared with the help of stu-

dents in the commercial department of the school listed the home economics courses pursued by each class; described the purpose of home projects and listed a number of suggested projects; and listed the Guest Day exhibits as well as the refreshments prepared by the girls for the occasion. Exhibit material—kitchen utensils, cleaning materials, china, and silver—was loaned by local merchants.

Boys take home economics

Jack Bay, of the Eureka (Nevada) High School, has the distinction of being the first boy in Nevada to enroll in a regular home-economics class. Commenting on Jack's distinction in this particular, the Vocational Reflector, official organ of the Nevada State Board for Vocational Education, states: "Jack is a regular boy, is interested in athletics, and has ambitions to be an aviator. He has the foresight to recognize that his training in homemaking, which is training for daily living, will help him all through life." The Reflector calls attention to the fact that while Jack Bay is the first boy to enroll for a full home-economics course, boys have been enrolled in several other high schools in the State in specific phases of homemaking. The Las Vegas High School has offered a similar course for 8 years and the Sparks High School for the past year.

Holder passes on

Vocational education lost one of its staunchest advocates in the death early in the year of Arthur E. Holder.

Mr. Holder, who was a member of the Federal Board for Vocational Education, representing labor, from 1917 to 1921, was born in Wales in 1860. A machinist by trade, Mr. Holder came to the United States in 1878. Always closely identified with the labor movement, he was at one time commissioner of labor for Iowa. He was a member of the International Association of Machinists and for 3 years edited the *Machinists' Journal*. He served at different times as legislative representative of the American Federation of Labor in connection with the movements which led to the establishment of the Department of Labor and the passage of the Smith-Hughes Act of 1917, providing Federal funds for vocational education. His service as a member of the Federal Board for Vocational Education, created under the Smith-Hughes Act, began with its organization in July 1917.

Mr. Holder was on the staff of the conciliation service of the Department of Labor from 1925 to 1934, when he retired from active life.

CHARLES M. ARTHUR

Educators' Bulletin Board



New Books and Pamphlets

Teaching of English

Bibliography of Literature on the Teaching of English, January 1, 1930, to January 1, 1936, by Henry Lester Smith and William Isaac Painter. Bloomington, Ind., Bureau of Cooperative Research, Indiana University, 1936. 299 p. 50 cents. (From Indiana University Bookstore, Bloomington, Ind.)

An annotated bibliography for teachers of English at all grade levels from preschool to university and adult classes.

The Development of a Modern Program in English, Ninth Yearbook, Department of Supervisors and Directors of Instruction of the National Education Association. Washington, D. C., 1201 Sixteenth Street, NW., 1936. 193 p. \$2.00.

Presents a forward-looking program in the field of language education.

Social Problems

Child Labor Facts, 1937. New York, N. Y., National Child Labor Committee, 419 Fourth Avenue, 1937. 31 p. 25 cents.

Deals with the extent and present forms of child labor, the status of child labor legislation, and the effects of premature employment on the physical and mental health of children.

Organizing to Reduce Delinquency, the Michigan Plan for Better Citizenship, by Lowell Juilliard Carr. Ann Arbor, Mich., The Michigan Juvenile Delinquency Information Service, 1936. 62 p. 25 cents.

A plan for the study of causal factors in delinquency and organization for its control.

Higher Education

A College Curriculum Based on Functional Needs of Students, an experiment with the general curriculum at Central State Teachers College, Mount Pleasant, Michigan, by Kenneth L. Heaton and G. Robert Koopman. Chicago, Ill., The University of Chicago Press, 1936. 157 p. \$2.00.

The experiment has been sponsored cooperatively by the faculty of the college and the State Department of Public Instruction.

The College Research Paper, simplified procedure, by Louis C. Jones and William G. Hardy. Albany, N. Y., C. F. Williams & Son, Inc., 1936. 48 p.

A procedure for gathering and presenting the materials of research; a guide for the inexperienced student.

Merit System

The Civil Service in Modern Government, a study of the merit system. New York, National Civil Service Reform League, 521 Fifth Avenue, 1936. 59 p. 25 cents.

A short comprehensive study of the merit system in civil service, useful to teachers of government and history and to others interested in the subject.

Minimum Salary Laws

Minimum-Salary Laws for Teachers, by Committee on Tenure. National Education Association, 1201 Sixteenth Street NW., Washington, D. C., 1937. 38 p. 25 cents.

"Presents the varying types of minimum salary laws for teachers now found in twenty states and tells something of their operation."

Miscellaneous

Our Homes, edited by Ada Hart Arlitt. Washington, D. C., National Congress of Parents and Teachers, 1201 Sixteenth Street NW., 1936. 232 p. 25 cents.

A source book for study groups with references and questions for discussion.

How Modern Business Serves Us, by William R. Odell, Harold F. Clark [and others] Boston, New York, Ginn and Company, 1937. 471 p. illus. \$1.68.

Contents: Part I. Communicating ideas in the modern world; Part II. Travel in the modern world; Part III. Transportation in the modern world; Part IV. Handling money and sharing risks; Part V. Budgeting and spending.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

- ARNOLD, HERRERT J. Selection, organization, and evaluation of localities available for unspecialized field work in earth science in the New York City region. Doctor's, 1935. Teachers College, Columbia University. 229 p.

BRESNAHAN, LINUS T. Use of visual aids in the teaching of commercial subjects. Master's, 1936. Boston University. 92 p. ms.

BRODERICK, Sister M. JOHN. Catholic schools in England. Doctor's, 1936. Catholic University of America. 187 p.

CHEESON, PURVIS J. Study of retardation in Abraham Lincoln school, Norfolk, Va. Master's, 1935. Hampton Institute. 46 p. ms.

CLEMENT, STANLEY F. Correlation of music with other subjects in 90 junior high schools of Massachusetts. Master's 1936. Boston University. 97 p. ms.

DUGGAN, ANNE S. Comparative study of undergraduate women majors and nonmajors in physical education with respect to certain personal traits. Doctor's, 1935. Teachers College, Columbia University. 117 p.

EFLIN, ELMER C. Status of teachers of economics in the high schools of Kansas, first semester, 1934-35. Master's, 1936. University of Kansas. 99 p. ms.

EGBERT, FREDA D. Attitudes of young people toward certain present day vocational problems. Master's, 1935. George Washington University. 93 p. ms.

FARRIS, L. P. Visual defects as factors influencing achievement in reading. Doctor's, 1934. University of California. 157 p. ms.

FAUST, JACOB FRANK. A study of certain control officers and certain general control practices in fourth class school districts in Pennsylvania. Doctor's, 1935. Pennsylvania State College. 63 p.

FOSTER, ELIZABETH V. Teachers need more effective organization. Master's, 1936. Boston University. 253 p. ms.

FYLLING, OSCAR E. Financial conditions of school districts in 15 counties in North Dakota with special reference to Federal aid received. Master's, 1936. University of North Dakota. 101 p. ms.

GABLE, Sister FELICITA. Effect of two contrasting forms of testing upon learning. Doctor's, 1936. Johns Hopkins University. 33 p.

HEATH, KATHRYN G. Study of certain phases of the cost of education to representative families of wage earners and low salaried workers of Rochester, N. Y. Master's, 1936. University of Syracuse. 100 p. ms.

KNIERIM, ROBERT F. Workingmen's educational movement in Pennsylvania. Master's, 1936. Pennsylvania State College. 202 p. ms.

LOOMER, WALTER M. Reorganization of State educational support in North Dakota. Master's, 1936. University of North Dakota. 103 p. ms.

NORSTED, ROY A. Analysis of educational costs in school districts of the Iron ranges of Minnesota, 1925, 1930, 1935. Master's, 1936. University of Minnesota. 90 p. ms.

OWEN, EUGENE DAVIS. Secondary education in North Carolina in the eighteenth century. Doctor's, 1934. George Washington University. 335 p. ms.

PAUL, EDWIN W. Proposed consumer education course based upon an analysis of consumers' questions and problems. Master's, 1936. University of Louisville. 207 p. ms.

STONE, J. LLOYD. Child guidance clinics in the United States with recommendations for a visiting clinic in North Dakota. Master's, 1936. University of North Dakota. 84 p. ms.

RUTH A. GRAY

*The Office of Education Library
appreciates receiving copies of recent
doctor's and master's theses in
education.*

EDITOR

Next Steps For Junior High Schools



William H. Bristow, General Secretary, National Congress of Parents and Teachers, Discusses Important Features in the Junior High School Movement

STARTING as a movement with the drive and force which have characterized like movements in other fields, the junior high school has all too soon become an "institution" with a fixed pattern.

This does not mean that the junior high school has failed. Neither have junior high school teachers and leaders failed. It is only that progress is slow, that system is more easily administered than variation, and that all education has been subjected during the past few years to the ravages of the depression. Even so, there are schools that are prophecies.

The junior high school has exerted a definite influence upon the elementary school, the senior high school, and the college. It has in turn been affected by these older and more venerable institutions. Circumstances—social, educational, and economic, of the past two decades have been such that institutionalization may have set in too early to have the junior high school make its full contribution to American education.

Secondary survey

In the National Survey of Secondary Education, Dr. Koos and his associates studied the following nine major features of the organization of reorganized schools: (1) Admission and promotion of pupils; (2) the arrangement of instruction; (3) program of studies; (4) extracurriculum program; (5) educational and vocational guidance; (6) articulation; (7) teaching staff; (8) supervision of instruction; (9) housing and equipment. As a result of this study they conclude: "As a means of gaging the effects of the junior high school movement on specific practice, reports from a total of 506 reorganized schools have been combined to show

the prevailing characteristics of these schools. The resultant description of the 'typical' reorganized school is in many respects disappointing. It clearly indicates that reorganized schools in general have adopted only a limited number of the varied adjustments urged by the active proponents of the movement. In the majority of junior and senior high schools, emphasis has apparently been more directly placed on the development of the extracurriculum program than on any other major feature of organization. The adoption of a comprehensive guidance program, the use of reliable measures of ability and achievement, and provision in the school organization for the special needs of the brighter pupil, seem in particular to have received less than their due share of attention. Though junior high schools have commonly adopted a somewhat more comprehensive and flexible organization than that of most senior high schools, the major points of emphasis and lack of emphasis in both school units seem to be approximately the same.

"It is obvious from the data secured in this investigation that the movement for reorganization still possesses abundant vitality. It is also obvious that the movement has touched somewhat superficially most of the schools which have professed to be affected by it. Reorganization still has far to go before it will have accomplished what has been expected of it, even among schools which are nominally already reorganized."¹

Ten steps suggested

What are the steps which might be taken to bring to better fruition the junior high school movement? Ten are suggested, neither in chronological order nor in the order of their importance.

¹ Koos, Leonard V. and Staff. Summary, National Survey of Secondary Education. Monograph No. 1. Bulletin 1932, no. 17. United States Government Printing Office, Washington, D. C. p. 55.

I

Call a moratorium on standardization as currently practiced. Fortunately the futility of standardization as practiced by accrediting agencies and State departments of education has been recognized. Research is under way which, it is hoped, will lead to more valid criteria for the evaluation of all secondary schools. Under the direction of the Cooperative Study of Secondary School Standards, tentative and experimental outlines are being used in selected schools. These will eventuate in suggestions which will materially assist schools to throw off the shackles of "wooden" standards.

II

Insist that issues facing the junior high school teachers and the public be squarely and frankly faced, and that policies be determined not on the basis of expediency, but in harmony with the philosophy of education consonant with the function of education in American democracy. A committee on the Orientation of Secondary Education of the Department of Secondary School Principals, N. E. A., in their report have clearly brought into the open major issues in the field of secondary education. These issues affect the junior high school and they should be understood by all who are concerned with junior high school education.

III

Modernize teacher education for junior high school teachers to make sure that those who receive appointments have a unified, integrated preparation both theoretical and practical. The National Survey of Teacher Training forms a basis for further consideration of the problem of teacher education for junior high school teachers. Preparation for junior high school teachers has been a "betwixt-and-between" affair, neither elementary nor secondary. As in the beginning of the

movement, the teacher is the most important single factor in the development of the junior high school.

IV

Modernize the curriculum of the junior high school. Briggs says: "All courses in these junior years should be of assured value regardless of any pupil's educational ambition or expectation as to continuance, and at the same time by exploration of the pupil's interests, aptitudes, capacities, and needs, and also by revealing to him the possibilities in higher fields of study, they should result in a justifiable sorting of the entire student body according to the curricula in which they are most likely to be successful and to find satisfaction of their needs. If this be done, then there will be no invidious classifications; each pupil will have earned a right to the curriculum to which he is assigned. The possibilities for more thorough work and for more rapid advancement by classes containing only pupils who have justified their right to be in them should make all teachers who are enthusiastic in their special fields warm advocates of this reformation."² While the curriculum of the junior high school has been liberalized, it still remains for the present decade to modernize it, and more especially to bring some degree of integration out of the separate subject-matter fields which make up the program of studies for the average junior high school pupil.

V

Make "learning pupils" basic to all teaching supervisory and administrative measures in the school. The findings of the Pennsylvania study and the initial discussions describing the Progressive Education Association studies, indicates the great need of a pupil personnel program in the junior high school which will give proper consideration to individual differences, and will make a knowledge of pupils the basis of all teaching. Overcrowded conditions have made it impossible for the junior high schools to give full consideration to the problem of individual differences, one of the early arguments for its establishment.

VI

Recognize that teaching is a profession and that as a member of a profession, teachers have rights, obligations, responsibilities. Recognize the junior high school period as needing and deserving the best of teachers, who, when they do their work and are fully qualified, are

² Briggs, Thomas H. *Secondary Education*. The Macmillan Co. New York. 1933. P. 235.

entitled to the same remuneration as other thoroughly qualified and competent secondary school teachers. In common with all other teachers the junior high school teachers have suffered during the past few years because of a lack of appreciation on the part of citizens generally, of teaching as a profession.

VII

Recognize the contribution which administration, research, and supervision can and should make to education, and provide for each service in accordance with the needs of each junior high school. The principal has been an important element in maintaining and strengthening the junior high school movement. Unfortunately, however, education has not taken junior high school administrative and supervisory positions seriously enough to place them on the same economic and social level with other like positions in the school. Consequently junior high school principals have had to look to senior high school principalship or other administrative positions for promotion.

VIII

Cultivate home-school relationships hospitable to education, and which will bring parents, pupils, and teachers together on common ground. The junior high school must recognize the importance of the home and the community as factors in the educational environment of each pupil. Teachers must be brought to a point where they feel free and comfortable in consulting with parents. Likewise, parents must be made to feel comfortable in their dealing with teachers.

IX

Develop activities which articulate with the community, utilizing community resources and environment to provide vital experiences. Within its own confines the junior high school has been a democratizing force in American education. It now needs to extend its activities in the community, utilizing to a larger degree community resources and community environment. The contribution which junior high school pupils are making to their community should not be overlooked. An outstanding example of community service is the school safety patrol which makes its contribution not only to junior high school pupils, but also to the community at large.

X

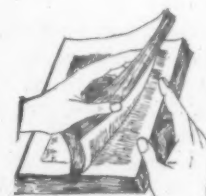
Make articulation a cooperative two-way process, at the same time recognizing

that each school is unique and has a unique contribution to make to its pupils and to the community in which it is located, as well as to youth generally and to social welfare. It is important that the whole process of education be seen as a continuous one. While the junior high school must expect to do its full share in adapting its program in accordance with the elementary school, the secondary school and the college, the domination of either of these elements in the development of a unified program will be—and we may add, has been in many cases—disastrous to the junior high school. A junior high school which attempts to meet all of its responsibilities and yet receives from the elementary school pupils who have not had a satisfactory educational environment, and sends them on to senior high school which is oblivious to social and economic changes, will find its pupils in great difficulty. Consequently the junior high school must ask from educational administration the right to be a part of a cooperative program of articulation.

The evidence at hand shows that junior high school principals and teachers have not been unmindful of this responsibility. But as Beard points out in the report of the Educational Policies Commission: "Leaders have deepened, systematized, and implemented the thought of the path-breakers, but they have not recast that thought in terms of the changed cultural setting. In this there is no special criticism of education any more than of the other professions such as law and medicine. It is merely a fact that now invites thorough consideration." And again he says: "Once created and systematized, any program of educational thought and practice takes on professional and institutional stereotypes, and tends to outlast even profound changes in the society in which it assumed its original shape."³

Economic recovery, with accompanying restoration of educational programs, calls for a rethinking of the place of the junior high school in our scheme of education and the development of plans, as well as strategy, whereby the "movement" may be of greater service to American youth and through them to American life.

³ Beard, Dr. Charles A. *The Unique Function of Education in American Democracy*. Educational Policies Commission. Washington, D. C. Pp. 4-6.



"On Our Way"—Forums

ONE year ago, three communities were just beginning a forum demonstration program sponsored by the Office of Education. The staff in Washington was organizing reports from over 400 public forums sponsored by various types of organizations. Plans were being projected for a first tabulation of pamphlet material useful in connection with public discussion of current issues.

Today, 19 communities in as many different States have planned demonstration forum programs. The study of America's forums is completed and shows a growing national interest in adult civic education. The second index of *Public Affairs Pamphlets* is published, and plans are under way to promote the extensive use of pamphlets to augment discussion.

A year ago the Office of Education was just beginning to receive a small stream of letters inquiring about the organization of forums for adults and for youth in schools and colleges. Today that stream is at flood-tide, carrying hundreds of letters weekly to Washington, seeking help and information, as well as reporting progress in scores of communities in the planning of public discussion. We are "on our way" in this significant educational movement aimed at a more diffused understanding of public affairs. The popular interest in preserving and perfecting American Democracy is expressing itself in the practical work of adult civic education.

In a brief article it is possible to mention and describe only a few of the developments and results. First, we present a few facts about the community-wide programs sponsored by the Office of Education. Second, we outline some of the highlights of the survey of existing forums under various auspices which will be available in bulletin form shortly. And third, we describe a plan for stimulating the use of pamphlet material.

From 3 to 19 centers

The forum demonstration program sponsored by the Office of Education was inaugurated in Manchester, N. H.; Monongalia County, W. Va.; and Pueblo County with headquarters in Colorado Springs, Colo. Beginning in February

Chester S. Williams, Assistant Administrator, Public Forum Project, Shows Recent Trends in Adult Civic Education and Tells of Progress



A pamphlet display in the Forum Office.

1936, the demonstration program in these centers continued through June. Colorado Springs carried its program through the summer months.

Continuing in September 1936, the program was expanded in these three communities, and seven additional centers were established. Presenting striking contrasts both in size and general characteristics, new centers were established in Schenectady, with weekly neighborhood meetings held in towns and villages in Schenectady County, N. Y.; Chattanooga and Hamilton County, Tenn.; Wichita and vicinity, Kans.; Minneapolis and vicinity, Minnesota; Orange County, Calif.; Little Rock, with meetings held throughout Pulaski County, Ark.; and Portland and vicinity in Oregon. In addition, Taylor and Preston Counties were added to the program in West Virginia, and the adjacent counties of Otero and Las Animas were included in the Colorado program.

Nine additional demonstration centers began operation on February 1, 1937. The areas being served are Stamford and five nearby towns in Connecticut; Dayton and vicinity in Ohio; Atlanta and vicinity in Georgia; McLennan and Falls counties with headquarters in Waco, Tex.; Lenoir, Greene, Pitt, Wake, Wilson, Johnson, and Wayne Counties, centering in Goldsboro, N. C.; Ogden, including Weber County in Utah; Milwaukee and vicinity in Wisconsin; Seattle and vicinity in Washington; and Delaware County in Pennsylvania. Programs in these centers will continue through the month of June.

Results in reports

Some idea of the nature and scope of the demonstration center programs is given in the reports of the first 5 months' activities in the 10 original centers. Be-

tween September 1936 and January 31, 1937, more than 3,800 meetings were conducted in the various communities served. Attendance at these meetings totaled over 350,000 persons. The average attendance is 72 persons per meeting at regular neighborhood forums. By conducting many relatively small neighborhood meetings, group discussion has proved practical. Audience participation usually consumes more than one-half of the time allotted for the meeting.

The extent to which employment has been given to skilled, technical, and professional workers drawn from relief rolls to assist in the forum program is seen when one considers that the 24,336 man days given relief personnel up to January 1, 1937, is equivalent to 87 years, work for one man. About 600 unemployed persons are now at work in these projects.

In addition to leading small discussion groups, staff members have assisted in preparing 18,000 colorful and graphic posters used in promoting attendance and thousands of charts and graphs as visual aids in the discussions. They have also assisted in writing and presenting over 1,000 radio programs dramatizing and advertising forum meetings.

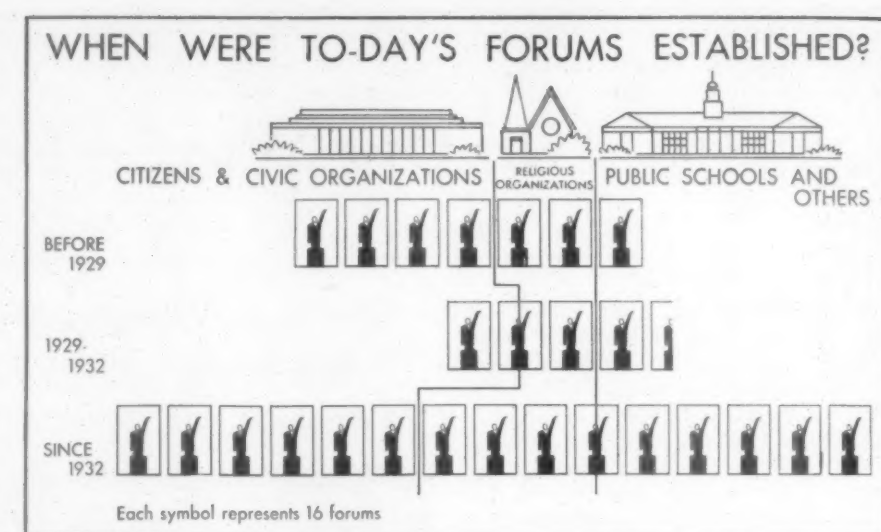
Reading increased

One of the important contributions of the forum program to the local communities has been the stimulation of increased reading on the topics discussed. Relief personnel with past experience in teaching and library science has contributed to excellent cooperation between the forum organizations and the local public libraries. In practically all centers one member of the forum staff with previous experience has been assigned as a full-time assistant to the local librarian to organize bibliographies of material related to discussion topics, to prepare displays of available books and pamphlets at forum meetings (see picture), and to loan these materials to the people attending the forums.

As a result of this forum library service 2,557 library books were distributed at the forum meetings in 6 of the 10 centers; 913 library cards were applied for at forum meetings in 4 of these centers; and 13,183 pamphlets were sold or loaned in 8 of the 10 centers.

Under other auspices

While the forum demonstration centers offer significant patterns for community-wide programs of public discussion, there are hundreds of other programs in all parts of the nation promoted by educa-



tional, religious, and civic organizations. The survey of 431 of these forums has taken a year and a half and presents a picture of varied activity in the adult forum field. A report of this survey will be available in pamphlet form in the near future.

One is impressed with the apparent growth of public forums during the depression. (See chart above.) Fully two-thirds of today's forums were organized since 1929, and over half of them came into being since 1933. The 431 forums which reported in this survey held approximately 6,500 meetings attended by over a million people during the forum season. The 280 forums which gave data on their budgets spent a total of almost \$400,000 a year on their programs.

Comparing programs

In comparing the average forum program with a community-wide plan of discussion groups as conducted in Des Moines and in the demonstration centers, it is important to bear certain facts in mind. The average forum, according to this survey, holds about 15 meetings per year in one central place, attended by about 250 people per meeting. In Des Moines, the community as a whole is offered over 500 meetings per year in the various neighborhoods, attended by about 75 to 100 people per meeting. The same general plan is followed in the demonstration centers. Thus, as indicated in the chart on page 210, the 10 demonstration centers operating between September and February if continued for a full academic year would conduct as many meetings as the 430 forums reporting in the survey.

The survey does not pretend to include all of the forums in the country. It is estimated on the basis of correspondence

coming to the Office of Education that there are at least twice as many forums being operated today. Those answering the questionnaire give us a good sampling both from the standpoint of numbers and variety of plans of operation. The survey is another indicator of the fact that "we are on our way" in adult civic education. And it also shows that we have a long way to go before we have adequate civic education plans for our 70,000,000 adult citizens.

Pamphlets augment discussion

Both the survey of existing forums and the experience gained thus far in the demonstration centers give convincing evidence of the fact that supplemental reading is both necessary and vital to audience participation in forum discussion.

The index to pamphlet material—*Public Affairs Pamphlets*—published by the Office of Education, the revised edition of which is now available, attempts to contribute a partial solution at least to the problem of organizing the market for inexpensive pamphlet material. It offers a comprehensive bibliography of over 660 current pamphlets covering social, political, and economic subjects.

Aspects clarified

The distribution of the first tabulation resulted in clarifying two aspects of this problem. First, it was obvious that representatives of forums, adult education groups, libraries, women's clubs and civic organizations interested in public affairs wanted not only to see the titles and certain facts about them but they wanted to see the pamphlets themselves before ordering in quantity for their groups.

[Concluded on page 210]

What is Educational Broadcasting?



C. F. Klinefelter, Educational Consultant, Vocational Education Division, and Vice Chairman of the Federal Radio Education Committee, Presents His Views on Radio Problems

THE question of what is educational broadcasting seems to have passed out of the realm of academic theorizing and its practical solution is demanding serious attention, to the end that a working definition may be secured which will serve as a "yardstick" against which to measure programs now being produced on the various radio stations, which are using the ether waves. Since all radio stations, in obtaining renewals of their licenses each 6 months, are required to furnish proof that they are operating "in the public interest, convenience, and necessity" the question of an accurate classification of the different types of programs being broadcast over a station for a 6-month period becomes of real concern in view of the fact that the schedule of programs actually broadcast is submitted by the station as factual evidence of its having conformed to the requirements of the law.

While the term "educational broadcasting" does not appear in the phrase "in the public interest, convenience, and necessity" it seems to be generally conceded by the radio industry that the extent to which a certain proportion of a station's programs can be classified as "educational" will be considered in the station's favor when its claims for renewal of license are being considered by the Federal Communications Commission. At the present time, however, in the absence of any generally accepted definition of "educational broadcasting" each station is entirely free to use its own judgment in classifying its programs and the Federal Communications Commission accepts its classification at face value.

Bills introduced

Such station listings of "educational" features are not accepted without chal-

lenge by various groups of educators and district and national voluntary associations or organizations which are by no means satisfied with the general character of some of the programs being presented to the public day after day and night after night by the radio stations. The feeling of such groups has crystallized from time to time in the introduction into Congress of various bills that would require a certain fixed percentage of time or a certain proportion of the available broadcast channels to be devoted to educational broadcasting. The situation became sufficiently critical several years ago to cause Congress to ask the Federal Communications Commission for recommendations on the matter.

After holding extended hearings, the Commission reported to Congress that in its judgment, no change was needed at the present time in the existing system of broadcasting as the stations reported that they had ample time which they would be glad to devote to educational broadcasting or to make available to educational agencies, if they could but be assured that such educational programs would be of such a character and quality as to interest and hold the stations' listeners. As a constructive step in the solution of the problem, the Commission created the Federal Radio Education Committee, consisting of some 40 representatives of the radio industry and the various interests of education, with Commissioner of Education J. W. Studebaker as chairman.

The function of the committee is to eliminate controversy and misunderstandings between broadcasters and educators and bring about active cooperation among all the parties interested. The committee met, surveyed the field and initiated a comprehensive program designed to study all pertinent factors involved with a view to eventually arriving at satisfactory solutions of

the various problems existing at present. Yet it is significant that at its meeting a year ago, almost a full day was spent in discussing various phases of what constitutes educational broadcasting without any agreement being reached.

Complicating angles

While it may appear to be a simple matter to formulate a definition of educational broadcasting, there are many complicating angles. It should obviously include more than the broadcasting of traditional subject matter such as is regularly taught in the various grades of school, since the interests of adult listeners must be considered. The fact that a given program emanates from an educational agency is no assurance that the program itself is educational, even though certain colleges, for example, in reporting on the nature of their use of radio, have referred to their broadcasting of football games and even of programs of dance music by college orchestras as educational features. On the other hand, the mere fact that a program is commercially sponsored and broadcast by a commercial station does not destroy whatever intrinsic educational merit it may possess, even though it might be barred from being received in a classroom due to policy against admission of commercial advertising in the school system.

It seems imperative that a practical definition, which can be used to gage individual programs, be found in order to provide a common meeting ground or basis for discussion of the various factors involved in the problems which the American system of broadcasting is facing. Without it, stations can continue to list whatever programs they please as being of an educational nature, without fear of successful attack from critical educators who cannot agree as to what they want, while experimentation in the building of educational programs

is reduced to a trial and error basis, in the absence of agreement as to the principles which should govern.

Examining procedures

In view of the past history of the problem, it appears to be out of the question to construct a one-sentence definition of educational broadcasting which will be satisfactory and of practical use. The answer may be found rather in examining the various educational procedures which have been identified as governing every educational situation that takes place, whether in school, at home, on the farm, or in the shop, regardless of the subject matter dealt with, or the age of the learner. The educational procedures are three in number, as follows: 1. The informing procedure; 2. The teaching or instructing procedure; and 3. The thinking procedure.

If application be made of these procedures to the problem of educational broadcasting, a series of tests or "yardsticks" is secured, with which to measure the educational purpose of any program, without becoming involved in extraneous questions of policy dealing with matters of commercial sponsorship, sustaining features, or sponsorship by non-profit organizations or agencies.

Proposed tests

In concrete form, I suggest that the application of these procedures to program testing may be formulated as follows:

1. Does the program convey to the listeners socially desirable information which they did not possess before hearing the program? If so, the program is educational. (This is an application of the informing procedure.) But the significance of the term "socially desirable information" must not be overlooked. It means information which society at large would regard as being generally desirable for the average person to know, especially such types of information as tend to improve the individual himself and enable him to keep pace with the gradually rising level of social knowledge and culture. This would classify programs dealing with merely curious bits of information as being entertaining rather than educational.
2. Does the program discuss items of knowledge and give clear-cut directions for their practical application so that the listeners not only have a clear understanding of the items of knowledge but can make practical application of them as need or occasion arises? If so, the program is educational. (This is an application of one phase of the teaching procedure.)
3. Does the program give a step-by-step explanation of how to do or make a certain thing with clear-cut directions as each step is covered so that the listeners can do or make the thing as need or occasion may arise? If so, the program is educational. (This is an application of the other phase of the teaching procedure.)
4. Does the program present a problem involving the exercise of judgment or constructive thinking in such a way as to bring out, in an impartial and dispassionate manner, all of the various factors involved in the problem so that the listeners are

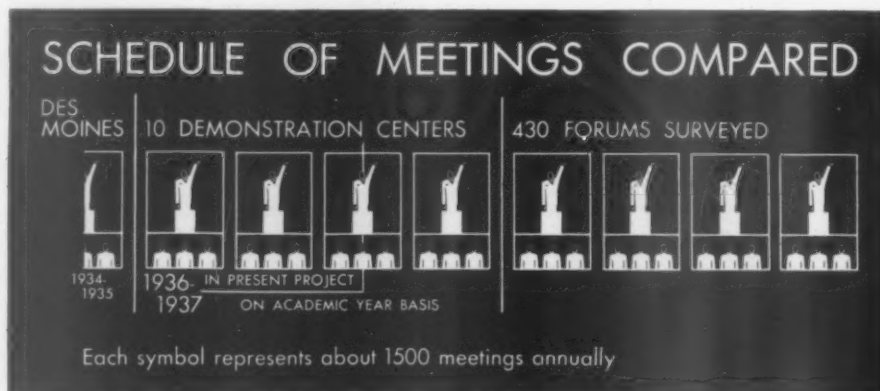
[Concluded on page 219]

"On Our Way"—Forums

[Concluded from page 208]

Second, it was noted that there should be some clearing house through which representatives of all interested groups as well as individuals might secure pamphlets of all kinds published by different agencies. It was found that a careful tabulation of

1. Education for Democracy—Public Affairs Forums, Bulletin no. 17, 1935. Price 10 cents. Superintendent of Documents, Washington, D. C.
2. Safeguarding Democracy Through Adult Civic Education, Bulletin no. 6, 1935. Price 5 cents. Superintendent of Documents, Washington, D. C.
3. A Step Forward for Adult Civic Education. Bulletin no. 16, 1936. Price 10 cents. Superintendent of Documents, Washington, D. C.
4. Public Affairs Pamphlets, Bulletin no. 3, 1937. An index of 660 pamphlets with an introduction



pamphlet material on public affairs was not enough. Librarians and adult education leaders eager to see a more effective use of popular pamphlets made many suggestions for the solution of these two problems.

As a result, three agencies—the Public Forum Project of the Office of Education, the American Library Association, and the Public Affairs Committee—have collaborated in evolving plans whereby a central clearing house may handle orders from single individuals and groups wishing to secure pamphlet material from various publishing agencies. In addition, to instill greater interest in pamphlet materials and to allow interested parties to inspect all available material before ordering, pamphlet displays will be made in 30 demonstration centers in all parts of the country in public libraries.

Public and private agencies cooperating in a program of adult civic education, through forums and discussion groups, large and small, are creating a new popular movement toward that enlightened citizenship which is essential to a vigorous democracy. Added to this exchange of ideas by the spoken word, we have a new emphasis on the pamphlet as a practical method of exchanging ideas by the written word. As in the days when the makers of our democratic tradition used the town meeting and the pamphlet to educate themselves on the problems of their day, we turn to the forum discussion and to the inexpensive pamphlet as effective ways to inform ourselves on the problems of our day.

Other materials on forum techniques and development may be found in the following Office of Education publications:

- describing planned use of pamphlet material in forums and discussion groups. Price 10 cents. Superintendent of Documents, Washington, D. C.
5. Choosing Our Way—A Study of America's Forums. Free. Order copy directly from Office of Education, Washington, D. C.

Crucial Issues

[Concluded from page 195]

the conservation of natural resources. Is it one of the responsibilities of education to see to it that in the future the genius of our people shall be employed in preventing rather than in meeting disaster? For too long a time we have gagged at the gnat of preventative expenditures and swallowed the camel of colossal costs of disaster. What can education do about it?

"The tenth is the demand for policies under which American citizens in general may be given reasonably equal educational opportunities."

"When I ask the question, 'What should education do to meet these issues?' I am not asking a rhetorical question. Practically every one of these problems has been a focusing point for special conferences of experts and educators in the Office of Education during the past year. We are earnestly seeking ways by which the United States Office of Education may serve American education in creating more effective programs to meet these problems. The enumeration of these 10 issues serves to suggest that a very broad and diverse program challenges our thinking these days as we try to look at this great country of ours as a united whole. We see it as our duty in the United States Office of Education to promote the educational answer to these problems, not merely to collect statistics about what has been or is being done."

Registrations in Mathematics

ON THE BASIS of returns to the studies of registrations in 1928 and 1934, it was pointed out in the first article of this series¹ that 21.4 percent more schools would be expected to offer a given subject in 1934 than offered it in 1928 and that the registrations in the subject normally would show a gain of 86.5 percent during the 6-year period. A subject exceeding these percentages would be making a larger gain than normally could be expected; a subject falling below these percentages would be shown as losing ground. The fundamental figures forming the basis for this statement are again reproduced in columns 2 to 5 of the accompanying table; moreover, anyone interested in the trends in some State or group of States can, from data given in these columns, develop percentages applicable to that area.

Gains in six years

First-year algebra, advanced algebra, and plane geometry, among the mathematical subjects offered in the last 4 years of the public high school, all registered gains of from 16.5 percent to 18.1 percent in the number of schools offering the subjects in 1934 as compared with those offering them in 1928. (See table for data from which these percentages are derived.) It will be noted that all of these gains are below the 21.4 percent which would mark expected growth. In number of pupils registered, these three subjects showed an even greater removal from the 86.5 percent gain which would indicate that the subjects were holding their own. General mathematics showed an actual loss between 1928 and 1934 both in the number of schools offering the subject and in the number of pupils registering for it.

Three mathematical subjects for which data do not appear in the table—namely, advanced arithmetic, solid geometry, and trigonometry—all show gains in both number of schools offering and number of pupils registered during the 6-year period. The smallest gains were recorded in solid geometry, where the increase was 5.7 percent in schools offering and 30.9 percent in pupils registered. Trigonome-

Text by Carl A. Jessen, Senior Specialist in Secondary Education. Table Prepared Under Direction of Lester B. Herlihy, Assistant Statistician

try showed the largest gains for any subject, namely, 37.3 percent and 61.7 percent, respectively. Corresponding percentages for advanced arithmetic were 19.9 and 48.0.

Among the various mathematical subjects, first-year algebra led; it was offered

total number of pupils enrolled.² Comparison of these two percentages reveals that algebra is no longer with any degree of universality a required subject in the high schools of the United States and that when it becomes an elective subject many pupils choose not to take it.

Plane geometry was next to algebra both in the number of schools offering the subject and in the number of pupils registered for it. Nearly one-fifth of the schools, however, did not offer plane geometry; about one-eighth of the total enrollment registered for it.

Advanced algebra is third among mathematical subjects in number of schools offering it; solid geometry is fourth; advanced arithmetic, fifth; trigonometry, sixth; and general mathematics, seventh. All five of these subjects taken together show registrations only slightly higher than those for plane geometry alone. The registration in advanced algebra is about one-third of that in first-year algebra, and solid geometry attracts only one-eighth as many pupils as does plane geometry.

Undoubtedly the change in the nature of the pupil population is responsible largely for the drop which has occurred in registrations in mathematics. The academically selected pupil population of an earlier generation was not only required to take considerable work in mathematics, but, it may be surmised, accepted enthusiastically the opportunity to study algebra and plane geometry as well as more advanced subjects. The present school population finds mathematics less well suited to its interests, and this situation, contemporaneous with the introduction of numerous attractive courses in other fields, has brought about a steady decline in the percentages of the total enrollment who have entered classes in mathematics during the last 25 years.

² See chapter V of the Biennial Survey of Education 1932-34, entitled "Statistics of Public High Schools." Attention is invited to table E in the textual portion of the chapter.

A Study of Registrations

THE article on Registrations in Mathematics is one of a series being printed in successive issues of *SCHOOL LIFE*. The first in the series was published in the February number and dealt with Registrations in Commercial Subjects. In succeeding issues will appear articles on various other subject fields. These articles reporting findings of an extensive study of registrations in nearly 18,000 high schools supply significant information on curriculum trends in American secondary education and serve to round out the series of eight earlier studies of similar nature made by the Office of Education, at intervals since 1890.—Editor.

in 90.2 percent of the schools reporting and was taken by 18.8 percent of the pupils enrolled in those schools. Taking first-year algebra and general mathematics together it will be seen that there were only a few schools which did not offer one or the other or both. Following out the same trend of thought the reader will note that approximately 21 percent of the pupils were registered in first-year algebra and general mathematics classes. Since these two subjects are usually offered in the first year of a 4-year high-school course, it is pertinent to observe that in 1934 the first year of the high school accounted for 32.5 percent of the

¹ *SCHOOL LIFE*, February 1937.

Number of Schools Reporting, Their Enrollments, and Registrations in Mathematical Subjects, 1928 and 1934

State or outlying part	Total number of schools reporting and their total enrollments										General mathematics					First-year algebra					Advanced algebra					Plane geometry														
	1923					1934					1928					1934					1928					1934					1928					1934				
	Schools	Enrollments	Schools	Enrollments	Enrollments	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered	Schools offering	Pupils registered													
Continental United States.....	14,725	2,896,630	17,879	5,402,305	17,879	5,402,305	1,991	158,255	1,721	127,300	13,801	783,587	16,132	1,013,110	8,300	236,736	9,747	339,635	12,212	506,940	14,425	671,127																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21																				
Alabama.....	189	31,205	274	66,317	63	4,569	17	232	175	8,161	247	13,098	97	2,504	141	5,536	164	5,813	200	9,143																				
Alaska.....	46	11,277	55	15,501	6	239	4	236	45	3,076	51	2,598	21	545	22	629	44	2,048	50	2,219																				
Arizona.....	235	24,360	295	47,069	46	1,887	11	68	227	5,645	282	9,708	159	3,169	207	4,996	206	5,287	257	6,702																				
Arkansas.....	385	189,748	465	346,552	82	6,780	171	10,705	362	39,086	430	39,944	244	8,470	248	9,374	300	26,607	341	30,710																				
California.....	169	32,948	217	58,870	18	1,006	27	1,052	157	9,326	197	10,447	76	1,996	85	2,384	149	6,453	171	6,845																				
Colorado.....	89	35,664	98	77,206	25	2,155	34	2,542	79	8,870	95	11,846	58	2,934	66	3,710	70	4,415	74	6,495																				
Connecticut.....	20	14,900	26	11,283	1	469	4	151	16	3,893	17	1,301	23	2,887	15	1,841	15	1,841	20	1,139																				
Delaware.....	16	13,836	24	30,673	1	7,991	1	151	16	3,893	17	1,301	23	2,887	15	1,841	15	1,841	20	1,139																				
District of Columbia.....	153	30,216	176	56,446	40	4,501	25	639	123	8,102	164	11,846	118	4,399	103	6,003	103	3,196	102	6,438																				
Florida.....	226	30,536	283	46,157	50	4,591	18	1,816	213	9,836	263	11,317	198	7,085	249	8,797	202	5,340	214	6,615																				
Georgia.....	140	18,872	138	27,578	16	868	11	262	135	5,979	126	6,286	52	638	37	504	133	4,688	125	5,135																				
Idaho.....	801	194,347	892	339,091	96	6,375	25	2,116	789	56,927	858	79,953	441	9,423	493	14,100	681	38,777	842	59,516																				
Illinois.....	617	101,522	649	173,438	68	4,344	14	850	586	26,024	560	33,404	359	6,799	265	6,667	567	18,467	566	22,140																				
Indiana.....	701	81,348	901	146,787	65	4,735	21	1,350	681	37,773	912	32,187	377	6,368	447	9,290	652	18,124	883	27,742																				
Iowa.....	574	70,789	565	105,804	65	3,258	14	1,350	545	19,477	529	21,319	185	2,452	162	3,070	520	13,765	463	14,069																				
Kansas.....	401	34,214	480	68,925	48	1,739	19	1,434	385	12,579	456	16,154	285	4,630	398	8,121	307	6,503	381	10,727																				
Kentucky.....	209	29,097	227	46,505	27	2,755	15	1,148	192	8,036	219	11,461	156	3,163	99	3,822	180	5,558	204	7,339																				
Louisiana.....	168	19,694	164	31,009	48	2,531	18	1,150	157	4,704	149	5,260	111	2,111	111	2,865	144	2,795	133	2,981																				
Maine.....	138	27,882	199	70,818	22	940	59	2,981	130	9,182	181	15,922	92	4,465	136	5,626	108	5,278	144	9,005																				
Maryland.....	283	118,662	458	246,046	67	5,722	110	10,130	254	22,817	281	31,296	154	8,284	186	14,161	198	17,370	213	22,303																				
Massachusetts.....	556	123,259	606	254,227	84	12,205	53	8,072	524	32,146	562	46,551	237	5,667	237	7,824	490	21,980	510	28,450																				
Michigan.....	473	79,639	545	147,314	48	11,493	113	6,669	404	16,592	410	21,472	149	2,515	231	5,018	381	12,714	441	18,570																				
Minnesota.....	260	19,735	287	30,935	52	2,495	3	139	257	8,168	262	8,658	195	3,502	204	4,100	218	3,275	227	5,605																				
Mississippi.....	675	82,069	592	111,774	67	4,036	32	1,860	640	21,930	553	25,868	360	5,486	358	6,921	604	14,402	520	16,552																				
Missouri.....	158	17,843	162	26,773	8	398	7	355	154	5,730	148	6,171	54	801	52	968	147	3,763	142	4,849																				
Montana.....	429	47,652	504	69,909	67	2,718	12	290	407	12,826	439	15,623	284	4,455	284	5,373	389	10,044	425	12,381																				
Nebraska.....	22	1,914	26	2,722	1	26	1	35	21	536	23	792	10	97	11	186	19	316	24	465																				
Nevada.....	112	13,368	104	24,538	10	392	20	652	80	3,687	77	3,173	72	1,092	49	1,024	66	1,957	79	2,101																				
New Hampshire.....	172	91,362	212	203,086	24	4,676	62	5,957	160	12,421	198	33,440	125	8,879	152	14,769	135	13,584	155	20,422																				
New Jersey.....	78	7,613	105	14,028	6	160	11	216	73	2,495	94	3,246	38	465	30	598	61	1,685	88	2,654																				
New Mexico.....	712	363,470	784	531,134	31	4,058	86	9,394	679	96,378	706	65,307	419	26,442	500	19,857	620	64,329	721	42,759																				
New York.....	471	55,784	451	89,685	57	3,361	16	1,155	438	18,858	433	26,334	413	13,541	401	19,045	387	8,792	395	11,966																				
North Carolina.....	324	17,048	407	33,734	24	447	6	189	270	5,469	328	7,759	52	502	51	682	171	2,909	186	3,498																				
North Dakota.....	824	176,720	1,235	412,074	101	10,210	112	12,952	748	45,555	1,511	73,153	354	8,848	466	16,705	569	24,457	905	40,692																				
Ohio.....	417	49,845	615	105,643	47	2,896	27	1,424	404	14,689	578	24,833	148	2,530	319	6,916	396	10,878	564	18,848																				
Oklahoma.....	196	33,503	225	50,635	20	615	89	2,503	181	13,160	128	11,197	78	1,028	51	1,358	166	7,471	132	6,394																				
Oregon.....	864	214,308	978	448,400	113	9,960	96	13,301	810	59,195	913	91,066	620	23,900	721	30,005	702	32,738	794	52,899																				
Pennsylvania.....	18	12,799	37	36,424	6	395	17	2,173	18	3,615	30	4,139	13	1,373	19	2,502	14	2,283	20	2,917																				
Rhode Island.....	121	14,377	185	31,742	28	1,895	2	34	115	4,653	174	10,050	113	3,940	170	7,988	109	2,805	170	5,737																				
South Carolina.....	252																																							

Special Collections in the Library

"BUT history is an educational subject and I want a book on the Middle Ages." This request or others similar come to the library of the Office of Education, United States Department of the Interior, with considerable frequency. Then it is necessary to explain that this is a highly specialized collection limited to pedagogical material or that concerned with the techniques of teaching and learning in both formal and informal education and to source material in the history of education. In the process of the evolution of this library six special divisions have emerged in addition to the general collection, which covers monographs and studies dealing with the history and practice of education in all its phases in all parts of the world.

These six divisions, or special collections, have all grown in response to some need expressed by educators either on the staff of the Office or engaged in research in education in other parts of the country. Several of them were initiated with the founding of the library; others have been developed to meet the changing interests of the schools.

Reports number one

The first of these special collections is: The reports of State and city boards of education and of foreign ministries of education. This collection, covering a long period of years, furnishes much of the source material that is needed for the study of education in all parts of the world. It gives the facts and statistics necessary for comparisons, and collects in one place data that could hardly be assembled elsewhere.

Proceedings next

Indispensable as are the official documents and statistics, it is important and interesting to have at hand the discussions of educators who have been dealing with these cold facts. This introduces our special collection, no. 2: The proceedings and yearbooks of educational associations and agencies, both domestic and foreign. Here are assembled the opinions of the leaders and prophets of educational movements; the discussions that have taken place at conferences and the summaries

Sabra W. Vought, Chief of the Office of Education Library Division, Tells of the Six Major Collections and Stresses Their Research Value

and reports that have been expanded into volumes that show the progress of the various phases of education. These collections reflect the best thought of the period on the subject of contemporary methods used in the schools; they portray the experimental processes that have been employed and evaluate the results of these experiments.

College catalogs

Next in order is the collection of college and university catalogs. Paradoxical as it might seem, this collection is the main source for all kinds of information—historical and statistical—concerning higher education. Many of the catalogs give brief accounts of the history of the institutions, including changes of name, dates of founding, and of any outstanding events that have taken place in their development. It is oftentimes very difficult to find just this information elsewhere. Names of students and faculty members are to be found in this collection and are seldom available in any other place. Changes in curriculum terminology and content may be traced in these files, while much interesting information concerning student life is to be found in the tables of expenses, the items about dormitories, activities, and athletics.

Periodical collection

Perhaps the collection of educational periodicals might have been included with the proceedings and yearbooks, as they all come under the technical heading "Continuations." However, the collection in the library of the Office of Education is a large one and worthy of special mention. Many of the files are complete and extend back to the early years of the nineteenth century. Whereas the yearbooks and proceedings cover speeches, discussions, and opinions which are brought forth by conferences and conventions that are more or less formal, the

periodicals present the popular point of view and carry contributions by laymen as well as professional educators. The educational scene would, of course, not be complete without the points of view presented by the periodicals. Even the news notes are of interest, and no doubt a study of the jokes that usually appear would illuminate the trends of American educational humor over a considerable period of years.

Textbooks and theses

The two other collections that are outstanding in this library are those of textbooks and masters' and doctors' theses in education. Like the college catalogs, textbooks may seem to many people to be merely tools for an education and in no way to be considered worth studying or even preserving except as curiosities. Mark Sullivan in "America finding herself", the second volume of "Our times", says: "The backbone of education in our common schools of America was the readers." He shows how the morals of the people were molded by the precepts which the children read over and over in school. He also discusses the history texts used in the schools at the turn of the century, which had much to do with building of character and the developing of ideas of citizenship. Consequently the collection of textbooks in this library presents not only an interesting museum of rarities, but also a key to the culture and ethics of each succeeding generation. It also illustrates the changes that have taken place in the teaching of the school subjects.

For the past 5 years the library has been the depository for masters' and doctors' theses in education, both published and unpublished. The collection now numbers about 2,500 volumes, all of which are available for interlibrary loan. Researchers in education make many calls on this collection both for the purpose

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Interior Department "At Home"

THE Interior Department, which spent many of its 88 years as a homeless foundling on other departments' doorsteps, is soon to occupy its new building, happy in a new home of its own.

Congress wasn't any too eager to have a Department of the Interior in the beginning. It thought the State Department should handle domestic as well as foreign affairs and it took long years of debate and a number of Presidential messages to establish the Interior Department in 1849. Even then no housing provisions were made, and the bureaus of the new department were scattered about the city in rented buildings and overcrowded top-floors of other and older departments.

After many preliminary and temporary moves and shiftings the department came into the North Building in 1917, but since then it has expanded until it again spread over the city in many buildings and the new building became an imperative necessity.

Simpler and more modern in design than most Government buildings, the new building has unusual facilities and operation programs planned to reduce maintenance and operation costs to a minimum and to utilize every available inch of space for work and employees' activities rather than for excess decoration.

Department units housed in the new building are the Office of the Secretary of the Interior, the Office of the Solicitor, the General Land Office, the Office of Indian Affairs, Office of Education, Bureau of Reclamation, National Park Service, Division of Territories and Island Possessions, Division of Grazing, Division of Geographic Names, Bureau of Mines, National Capital Park and Planning Commission, and the Commission of Fine Arts.

The old Interior Department Building, which is connected by a 150-yard tunnel with the new building, houses the Public Works Administration; the Geological Survey because of its many laboratories and map-printing facilities in the present quarters; the photographic laboratories; the National Bituminous Coal Commission now in the Investment Building; the Puerto Rico Reconstruction Administra-

A. E. Demaray, Associate Director, National Park Service, Takes Readers for a Journey Through the Department of the Interior's New Building

tion now in the Munsey Building; and a portion of Emergency Conservation Work offices of the National Park Service now in the Bond and Commercial National Bank Buildings. The north building's population will total 3,500 people, of whom 2,500 are PWA personnel.

Departmental activities were transferred from nine leased buildings and six Government-owned buildings, vacating an area of approximately 480,500 square feet.

The new building, erected as a project of the Public Works Administration, is the first major Federal Government structure in Washington, authorized, designed, and built by the present administration. The building consists of a center wing two blocks long from C to E Streets, with six wings on each side extending through from Eighteenth to Nineteenth Streets. Every room is an outside room, with courts between the wings open to the streets providing maximum light and air.

Original seals

Architectural features are simple and could be termed early Federal. The building is in keeping with others of the Triangle area. There are no free-standing columns. On the south elevation of the building there are 13 disks carved in limestone with the original seals of the first 13 States.

Throughout the building, its utilitarian character is evident in the quiet, subdued gray walls with their slightly deeper gray trim. Everything is simple and business-like but attractive. Bronze work on elevator doors, stairways, and window grills has been carefully and decoratively executed. Five bronze doors lead into the main entrance hall off C Street. To the left of the entrance is the library, a beautifully paneled room in dark walnut, reaching two stories in height and, with its stacks, extending down into the base-

ment. The library stacks and shelves have an estimated book capacity of 400,000 volumes.

On the opposite side of the entrance is the auditorium, acoustically treated as are the ceilings throughout the entire building. It is well equipped, with seats for about 1,000 persons. Here conferences and educational meetings will be held. It is equipped for the showing of sound films. The chief decorative feature is to be a mural on the back wall of the stage. A particular problem is that the center portion of the mural panel must slide from sight to reveal the motion-picture screen. Thus the artist must devise a complete design, which can have its center removed at times, leaving the side portions artistic and effective in themselves.

A national competition will be held open to all American artists. Details of this competition will be announced later. Plans for other mural decorations in the building are also under way.

Other special features on this first floor are the exhibit gallery—an entire wing given over to showcases and wall exhibits of various bureaus of the Interior Department—and 12 exhibit cases in the alcoves on either side of the center-hall stairway.

On the seventh floor, there is a fine art gallery with most modern lighting to add to the value of paintings, pictures, and photographs which will be hung there. An art committee will pass on subjects to be exhibited.

The offices of the Fine Arts Commission and the National Park and Planning Commission are located near the art gallery.

The quarters of the Secretary of the Interior are located on the sixth floor and include a large office, two smaller offices, and a little set-back terrace leading off the main office. The Secretary's main office is paneled in oak and has as its two principal features a fireplace and

[Concluded on page 217]

Enrollees Become Better Citizens



ONE of the two major objectives of CCC education is to build citizenship. About the other major objective, to develop employability, much has been written and said. It is important, therefore, that we further consider what the camps are doing to strengthen qualities of good citizenship.

On several occasions, the President has referred to the CCC's work in building fine young manhood in America. In a message to the Corps not long ago, he said, "The CCC is not only conserving this country's natural resources, it is conserving America's greatest asset—its young manhood."

Naturally, citizenship and character training share a large place in camp efforts to develop a more sturdy and dependable young manhood throughout the Corps.

The enrollee's whole camp experience is conducive to his individual improvement. From the time he leaves the enrolling agency to come to camp, he undoubtedly feels that he has more of a purpose in his daily life. He now has a job which will yield him wages in return for work. He is to become a self-supporting and self-sustaining individual. His economic situation is, therefore, in a more reassuring condition. He now has time and security to make plans to improve himself, to learn more about employment conditions and how the country runs its business.

In reaching the camp, the enrollee may travel over many miles of new territory which he has never seen before. He learns that this is a big country, that there are many types of industries, many kinds of neighborhoods, and a variety of social customs. His contact with new places and people cannot help having a broadening effect.

Living together

Within the camp, the enrollee has to learn to live with many scores of other boys, approximately his age. He, therefore, must adapt himself to the camp

Howard W. Oxley, Director of CCC Camp Education, Focuses Attention Upon Need for Building Active and Vigorous Citizenship



Camp discussion under way.

community and become a citizen of it. As a consequence, he learns more about group activities and cooperative enterprises. He must learn to work with his fellow enrollees out on the work project and in organizations within the camp. He soon comes to have a deeper appreciation of cooperation and joint activity.

Of course, it is difficult to measure the extent to which the enrollee's everyday life in camp influences his citizenship and character qualities, but of this we are certain—that the average youth is much more determined, self-confident, and prepared when he leaves camp than when he entered.

Citizenship training

There are a number of activities within the camp especially planned to foster a keener understanding of the responsibilities of a good citizen. Among the most prominent of these are discussion groups, forums, debates, camp newspapers, and enrollee councils.

A survey conducted by the Office of Education among 882 camps last August revealed that 65 percent of them had regular forum or discussion groups and that 17 percent had debating societies. The growth of these activities among the camps has been steady and encouraging.

Camp educational officials think highly of what forum and discussion groups can do. From the Second Corps Area, with

headquarters in New York City, comes this report: "Forums, discussions and similar methods of citizenship training are essential to an effective educational program in the CCC, because discussion, both in small groups and in public forums, is the most democratic method of education in citizenship and the most effective method of bringing about that popular understanding of public problems which is essential to the continuance of a democracy."

In West Virginia a CCC camp located near Kingwood has begun an enrollee forum with the assistance of the Trico Public Forum Project, sponsored by the Office of Education for the citizens of three West Virginia counties. Enrollees at this camp have been discussing such topics as inflation, causes of depression, elastic currency, and labor conditions. Officials of the Trico Forum Project are enthusiastic over the enrollees' interest in public discussion. *Forum Flashes*, the regular publication of the Project, in a recent issue stated: "From the first the Forum was received by officials and the young men in the camp in a spirit of complete cooperation. The opportunity to hear and discuss timely questions, brought to them by men of ability and special training in their various fields, was at once seen as a new and valuable method of education."

From Colorado, District Adviser William E. Hunter writes: "I have gone to the camps (of Colorado) and conducted at least one forum meeting in each camp since January 1936, when I requested that the forum be inaugurated in the camps. At first, only civic topics were discussed. Now the camps are presenting conservation, travel, citizenship, leader training, art and science."

Discussion groups popular

Information coming from New England indicates that camp-wide discussions are experiencing a steady growth there. The Corps Area Adviser at Boston reports: "The panel discussion, the open forum, the round table 'confab'—this is not only an integral part of the program of our camps but, in a very real sense, the backbone of our educational efforts today."

Forums and discussion groups are proving popular among many enrollees because these sessions get down to their immediate problems and give the men a chance to speak on them. Enrollees feel that they have a stake in these meetings. They find here an opportunity to share views with their fellow-men and to put democracy into practice. To boost participation in these meetings further, many camps show pictures and use charts, graphs, and outlines containing supplementary material.

Newspapers and councils

Less than 3 months ago there were 1,679 camp newspapers through which enrollees were being given a chance to develop and express their views on current issues. Practically every company now has a leaders' training group, by means of which leadership among the men is discovered and developed.

Several camps have encouraged the organization of enrollee civic groups and advisory councils. A camp in New Jersey, a few months ago, elected a mayor and council from among the enrollees to advise and confer with company authorities on educational and recreational matters. Recently a newly elected council of enrollees was installed in office at company 2685, Kalkaska, Mich., and now meets regularly each week to consider local conditions and make recommendations to the company commander.

It is my belief that all these activities—discussion groups, forums, debating societies, newspapers, and enrollee councils—strongly indicate that we are becoming increasingly aware of what the camps can do to build a more active and vigorous citizenship.

Rendering Public Service

ENROLLEES in all parts of the country are getting a deeper appreciation of good citizenship through rendering public service in times of emergency. During the recent flood catastrophe of the Ohio River Valley and snowstorms of Utah and Nevada, enrollees responded courageously to calls for help from stranded persons.

All along the Ohio and Mississippi Rivers where communities were in need, CCC contingents hurried to the scene of distress. Especially active were those enrollees stationed near Wheeling, W. Va., Pomeroy and Portsmouth, Ohio, and throughout northern Kentucky and southern Indiana and Illinois. These young men, working under the direction of their officers, built levees, moved families from danger zones, and brought needed supplies to stricken communities.

A few weeks ago a band of six enrollees and three officers traveled 120 miles through a blizzard in Nevada to save the lives of three women and a man. At the same time, camp members in southern Utah were plowing through mountainous snowdrifts, relieving beleaguered towns, reestablishing lines of communication, and bringing aid to the sick.

All of these and many other performances of CCC members during emergencies undoubtedly serve to strengthen qualities of citizenship. Through rendering such assistance, these men gained a fuller realization that they are a part of society, that they have something to contribute, and that much can be accomplished through cooperative endeavor.

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Youth Series

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SUPERINTENDENT OF DOCUMENTS,
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Please send me the following YOUTH publications of the Office of Education, which I have checked ☒ and find enclosed with this order, the total amount (post office money order or check) to pay for same.

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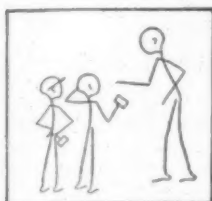
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Learning to Help Themselves



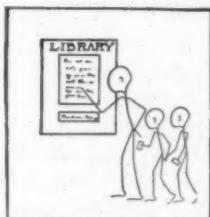
First Freshman: "I'm not interested in histories, nor encyclopedias. I don't need any \$00's. But this question, How is gas made from coal? I must find

the answer to that before tomorrow."

Replies a Sophomore: "All right! Which numbers did I tell you to look for on the books that you would use for science?"

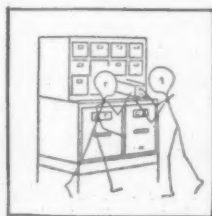
Second Freshman: "Let me tell him. I know, you said 500's and 600's. But I forget into which room you have to go to find the books in science."

Then the first freshman remembers suddenly that the sophomore said that science reference books were in room 135. But before going any farther, both freshmen follow the advice of the sophomore and stop and read the bulletin on the library bulletin board headed: **SOME THINGS THAT EVERYBODY SHOULD KNOW ABOUT THE LIBRARY.**



This incident is found in a pamphlet called *Two Freshmen Explore in the Library*, which is really a pupil's guide book describing in conversational style the adventure of two bewildered freshmen as they learn from their upper classmen where to find the library and how to use it.

The author is M. Elizabeth Mofat, head librarian of the Murphy High School, Mobile, Ala. The many action figures accompanying the text, reproductions of



some of which are used with this article, are the work of Miss Effie Lou Brown of the Secretary's Office.

The purposes of the pamphlet are: (1) to provide freshmen with a means of self-help in learning how to use the library; (2) to discover those students who need further instruction and (3) to prevent

pupils who already have sufficient skill, from wasting time doing something they already know how to do.

K. J. Clark, principal of the school, says in the Introduction that the pamphlet supplies a real need in a large high school where it is difficult to give instruction in the use of the library to all. He feels that most pupils, by carefully studying the guide book, can learn how to use intelligently the approximately 7,000 bound volumes in the school's library.

Before the pamphlets are given to the pupils, the librarian and her two assistants visit all freshmen section rooms for the purpose of explaining the general regulations governing the library. The pamphlets are then distributed by the counselors who explain that the pupils are expected to complete their study of them (with the aid of their counselors) by the first week of the second quarter; that they will be given a test on the subject matter; and that those whose scores on the test show that they have not yet learned how to use the library will be required to meet with the librarians for group instruction.

That such a pamphlet meets a real need is evidenced by the fact that this one from Alabama is now in its second edition. Persons residing outside of Mobile may purchase single copies for 25 cents each by writing the Librarian, Murphy High School, Mobile, Ala. In quantity, adjustments in price can be made, according to the announcement.

EDITH A. LATHROP,
Associate Specialist in School Libraries.



SCHOOL LIFE, official organ of the Office of Education, comes to you 10 months of the year for \$1. With a subscription you also receive MARCH OF EDUCATION, the Commissioner's news letter.

Special Collections

[Concluded from page 213]

of knowing what has been done in various fields of education and also to discover other opportunities for research on subjects which have not been covered. The collection has already proven its worth and will continue to grow more and more rapidly as the colleges and universities become increasingly interested in the project.

Courses of study

One other collection, which is in process of development at the present time, should be mentioned in this connection. It is the collection of courses of study, both State and city, which has been growing very rapidly during the past 2 years due to the generous cooperation of the State and city boards of education. Its use by students, teachers, and curriculum committees more than justifies its existence. It is hoped that in the near future a duplicate collection may be available for interlibrary loan, as many calls for such a service come to the library.

If the research value of this great library is apparent to the students of education, it is hoped that its development during the coming years may prove that it is a contributing agent to the march of education.

Interior Department

[Concluded from page 214]

mantelpiece of marble copied from one of the old Latrobe mantelpieces in the Capitol, and unusual and striking lighting fixtures of bronze and alabaster, featuring buffalo heads, the symbol of the Department. The hangings are blue. The floor is random-width pegged walnut.

There are several conference rooms in the building, of varying size and just above the basement cafeteria and kitchen there is a small dining room for executives which will seat 50 persons. It will be served from the cafeteria kitchen via a dumb-waiter.

For the first time in the construction of a Government building, plans call for erection of a broadcasting studio. This will be built under separate contract after the building is occupied. Located on the eighth floor in an area corresponding to the penthouse, it will be used for educational broadcasts by bureaus of the Interior and other Government Departments. A large studio for dramatizations and a small one for speeches are planned.

Electrifying Education

DIRECTOR M. R. BRUNSTETTER, of the bureau of publications at Teachers College, Columbia University, is the author of a practical book on How to Use the Educational Sound Film, just published by the University of Chicago Press. Based upon several years' experience with sound films in schools, Dr. Brunstetter stresses the importance of the careful integration of films with the curriculum.

A COMMITTEE of the New Providence public schools has recently completed a 10-page source list on Materials of Instruction in Social Sciences, listing companies from which free materials may be obtained. Copies of this mimeographed circular may be secured free of charge from Mr. George W. Wright, supervising principal, New Providence, N. J.

THE MINISTRY OF EDUCATION of Uruguay has for several years been conducting a school of the air technically known as the *Servicio Oficial de Difusión Radio-telefónica*. Since 1932 a well-rounded schedule of programs for school children, teachers, and the general public has been maintained. The broadcasts include talks, sketches, and dramatizations on history, current events, music, geography, national industries, dramatics, language, literature, and travel. Recently, courses in industrial technique have been added and there seems to be a strong demand for their expansion.

THE NATIONAL BUREAU OF STANDARDS of the United States Department of Commerce has recently released a report on the Care of Filmstrips and Motion-Picture Films in Libraries, based upon a study by Charles G. Weber and John R. Hill. An article giving the results of the study appeared in the December 1936 issue of the *Journal of the Society of Motion Picture Engineers*.

DONALD BEAN, manager of the University of Chicago Press, Charles F. Hoban, Jr., of the American Council on Education, and others offered a short course on the Use of Visual Aids in the Classroom at the University of Florida, February 6-14.

A SUPPLEMENT of the Educational Film Catalog has recently (January 1937) been issued by The H. W. Wilson Co., 950 University Avenue, New York. School officials who are making extensive use of films in instruction will find this catalog a valuable guide in the selection of films.

A LIST OF REFERENCES on radio receiving and public-address equipment for school purposes may be obtained free from the National Committee on Education by Radio, Room 308, 1 Madison Avenue, New York.

THE Y. M. C. A. of West Chester, Pa., sponsors a free course to give adults an opportunity to learn by means of industrial, travel, and health films. WPA teachers direct the series of exhibitions and discussions.

THE NATIONAL COMMITTEE on Education by Radio, Room 308, 1 Madison Avenue, New York, has recently issued an attractive pictorial review of the work of Educational Broadcasting Stations. Copies of the booklet may be obtained free from the committee.

THE STORY OF THE WORK of broadcasters in the recent Ohio River flood appeared in the February 1st and 15th issues of *Broadcasting*, National Press Building, Washington, D. C. Few people realize the extent of the emergency work carried on by radio stations operating under most adverse conditions.

CLINE M. KOON

★ Radio Art

IF YOU want to learn the art of radio, and to be able to face the microphone on your own terms, 59 American universities stand ready to serve you.

The Office of Education learned this fact after a survey made in cooperation with the National Association of Broadcasters.

And the courses in radio technique include: (1) announcing, (2) script writing, (3) producing, (4) news broadcasting, (5) radio acting, and (6) sound engineering.



F. F. A. News Bulletin

INDIANA

Donald Cromer, of Rensselaer, was re-elected president of the Indiana Association during the eighth convention held at Purdue in January. Other newly elected State officers were: Gustav Thias, Seymour, vice president; Roland Klinger, Orland, secretary; Victor Steine, Goshen, ex-committeeman; K. W. Kiltz, Purdue, ex-secretary-treasurer; and Z. M. Smith, adviser. Lloyd Hilbert, of Hagerstown, won first place in the public-speaking contest.

DELAWARE

In a project summary for the past year, recently completed, 16 vocational agriculture departments showed an average enrollment of 30 persons. There was a total of 26,427 head of animals and poultry and 487 acres of land involved in the boys' farming programs. The total labor income amounted to \$26,473.27.

OHIO

The Tenth Annual Leadership Conference, sponsored by the Townsend Agricultural Education Society of Ohio State University, was recently held in connection with "Farmers Week" in Columbus. Cooperative activities, personality development and parliamentary procedure were subjects under discussion during the conference. Apple and potato judging contests were also scheduled as F. F. A. events of the week.

OKLAHOMA

"A shining example of community minded service by F. F. A. boys is that of Spiro where that group is providing working leadership for the entire school in a monthly clean up and city beautification program" states a recent report. Over 30 loads of cans and trash were disposed of during the initial drive. The idea originated with an F. F. A. member, was adopted by the chapter, and will become a part of the permanent chapter program.

W. A. ROSS

Parent Education in the City School

IT WOULD have seemed presumptuous to school superintendents and teachers 150 years ago for parents to propose the use of schoolhouses as meeting places in which to study their problems as parents or to discuss problems of cooperation with the school. Parents usually came to the school either to make complaints or to listen to the principal's discussion of their children's delinquencies or deficiencies. But today, this is changed. The school is now generally accepted as the common meeting place for parents. People have discovered, "at long last", how essential is the cooperation of parents to good school administration, and how parental goodwill and understanding can be translated into action when support is needed to maintain policies and budgets that school officers feel are essential to the school.

For the most part school superintendents have an open-door policy for parents' groups; some of these groups are parent-teacher associations and others are study groups either within the associations or independent of them.

Programs of parent education have a coordinating influence between the home and the school. In order to provide expert guidance for such programs, directors of parent education have been employed by boards of education in many cities.

The training and experience of some of the directors now in the field offer an interesting and important background for their work of parent-adult education. Although the directors may have had special preparation for the work, they have generally specialized in advance in such fields as psychology, kindergarten education, public-health nursing, psychiatry, home economics.

Questions asked

Such questions as: Where can good examples of parent education in city school systems be found? How does it operate? How many persons are reached annually by the programs? are being asked by many superintendents who are interested in this comparatively new field of informal education.

The city of Binghamton, N. Y., offers an example of a well-integrated program under the direction of the superintendent

Ellen C. Lombard, Associate Specialist in Parent Education, Offers an Example of a "Well-Integrated Program" at Binghamton, New York

of schools, Dan J. Kelly, and the director of the division of parent education, Mrs. Esther B. Perkins. The program has been conducted in Binghamton for 6 or 7 years in the department of education. It reaches beyond the city limits and includes several adjacent towns. At the outset, while the director chosen for the work was taking special training for parent education, the superintendent secured the State supervisor of child development and parent education to begin the work of training lay leaders who were later to conduct study groups of parents.

Outlines prepared

A 5-years' report of the work completed after the appointment of the director of the division of parent education indicates that at the end of the fifth year there was nearly a 100-percent increase in the number of groups instructed and an increase of nearly 40 percent in total attendance. The director's activities are many and varied. In addition to conducting classes on the training of lay leaders and parent-teacher leaders she has met groups such as the county home economics association and the Y. M. C. A. She has outlined and offered in two baby welfare clinics housed in the public-school buildings a series of 10 lessons to foreign-born mothers. She assisted as general advisor to the city council of parents and teachers, in organizing, arranging, and conducting an educational toy exhibit in the public library.

In response to the interest of parents in progressive education, outlines on "New Trends in Education" and "The Home-School Relationship" were prepared for the group and issued by the division of parent education, city department of education.

The outline of "New Trends in Education" contains sections on why changes in education, subject content, teaching methods are necessary; progressive education, noticeable differences in a school

where the principles of progressive education are established; the adaptation of modern principles of education to the local school system and relation between home and school in the new outlook toward education.

Success of the child in the home, the school, and the community as it depends upon home and school are the subjects outlined in "The Home-School Relationship." Questions for thought and discussion, references and excerpts, make the two booklets useful to study groups.

Parent education and parent-teacher projects of the schools are regarded in Binghamton as assets to the school system and the superintendent has made the division of parent education a coordinating unit as well as a part of the regular school work.

What is Educational Broadcasting?

[Concluded from page 210]

stimulated to make an intelligent evaluation and arrive at a logical conclusion? If so, the program is educational. (This is an application of the thinking procedure.)

It should be recognized that the foregoing tests merely determine whether the general purpose or objective of a given program is educational. These tests do not measure the relative efficiency of the program in attaining its purpose or objective. For example, it is generally admitted that learning cannot take place without mental activity on the part of the learner. With the ever-present danger that the radio listener may hear a program while in a purely passive mental state of reception, special attention must be given in building and presenting an educational program to the use of such methods and devices as will offer the best chances of stimulating an active mental state on the part of the listeners and induce them to carry on after the program and search out additional material for themselves.

New Government Aids for Teachers

★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

Book Deterioration.

THOSE in charge of archives, libraries, and public offices charged with the keeping and storage of historical and legal records, important books, and scientific publications should have a copy of each of the following publications: Department of Agriculture Technical Bulletin No. 541, "Deterioration of Book and Record Papers" which gives the results of tests of 38 samples of paper taken from old books, magazines, and court records ranging in age from 19 to 169 years and Bureau of Standards Commercial Standard Publication CS57-36 "Book Cloths, Buckrams, and Impregnated Fabrics for Binding Purposes, Except Library Bindings" which presents standards of quality which apply to book cloths and buckrams which are starch filled, and to the so-called impregnated fabrics used in the bookbinding industry for edition, textbook, trade, catalog, and all other than library bindings. Each sells for 5 cents.

"Aircraft Accidents—Method of Analysis", Report No. 576, prepared by the committee on aircraft accidents of the National Advisory Committee for Aeronautics, gives the standard method of determining causes of accidents and the accident analysis chart used by the War, Navy, and Commerce Departments. Price, 10 cents.

"Presidential Elections," State Department Publication No. 938, gives the text of article II (in part) of the Constitution, of the Twelfth and Twentieth amendments of the Constitution, and of title 3 of the United States Code, all of which pertain to the election of presidents and vice presidents.

Conservation.

The Soil Conservation Service of the Department of Agriculture in "Conservation Farming Practices and Flood Control," Miscellaneous Publication No. 253 (10 cents), tells the farmer how he can aid in flood control.

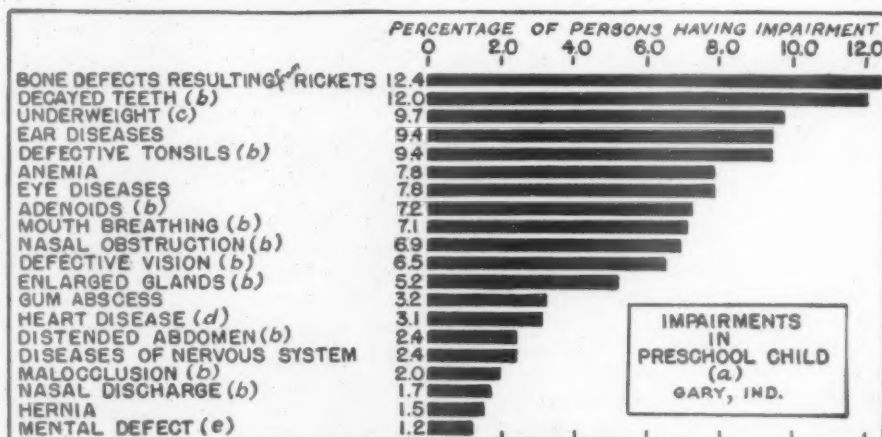


Chart taken from Public Health Service Reprint No. 1760.

Farm real-estate values, regional changes in income support, ratio of cash rent to value of farm real estate, emergency refinancing, changes in farm ownership, farm real-estate taxes, and farm mortgage credit are discussed in "The Farm Real Estate Situation, 1935-36," Department of Agriculture Circular No. 417. Copies are available at 5 cents.

From the Public Health Service during the past month or two have come the following publications: Important Causes of Sickness and Death, Reprint No. 1760, 5 cents; Extent of Rural Health Service in the United States, December 31, 1931, to December 31, 1935, Reprint No. 1764, 5 cents; Malaria—lessons on its cause and prevention—for use in schools, Supplement No. 18, 10 cents; Experience of the Health Department in 811 Counties, 1908-34, Bulletin No. 230, 10 cents; Dental Survey of School Children, Ages 6-14 Years Made in 1933-34 in 26 States, Bulletin No. 226, 20 cents.

The National Park Service has revised the following two publications: "Hot Springs National Park—Arkansas" and "Death Valley National Monument—California", both of which are available free. They describe the history, geology, plant and animal life, accommodations, etc., of each area.

Transportation Maps

The Bureau of Public Roads, United States Department of Agriculture, is preparing a series of colored transportation maps on a scale of approximately 4 miles to the inch, showing the location of the Federal-aid and State highway systems, railroads, air lines, rivers, canals, etc. Sets of the maps may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 20 cents a sheet. The States which have been issued and the number of sheets follow:

Connecticut.....	1	Oregon.....	12
Delaware.....	2	Rhode Island....	1
Florida.....	12	South Carolina..	5
Iowa.....	8	Vermont.....	2
Maine.....	6	Washington.....	9
New Hampshire..	2		

A limited number of sets will be distributed upon request to the Bureau of Public Roads, without charge, to educational institutions, libraries, and governmental agencies.

"The Midwest and Trade-Agreements Program" gives findings concerning the extent and nature of the dependence of the Middle West upon foreign trade and the benefits, actual and potential, of the trade-agreements program to that region. (Department of State, Commercial Policy Series No. 27, Pub. No. 929.) Price, 10 cents.

MARGARET F. RYAN

Educational News



Nystrom Elected

Paul H. Nystrom, member of the Federal Board for Vocational Education representing commerce and manufacturing, was elected chairman of that body at its meeting held in Washington on February 4.

Dr. Nystrom, who is president of the Limited Price Variety Stores, Inc., of New York City, and professor of market-



ing at Columbia University, and is a nationally known authority on marketing, sales management, and advertising, was appointed by President Roosevelt to the Federal Board for Vocational Education, July 17, 1936.

The board is composed of four ex-officio members—the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Commissioner of Education; and of three other members—one representing agriculture, one representing commerce and manufacturing, and one representing labor. It acts in an advisory capacity to the Federal Office of Education on problems affecting vocational education in the United States.

New Chiefs

Three more changes in State superintendencies of public instruction have been reported to the Office of Education since those formerly listed in *SCHOOL LIFE*. They are:

California: Walter F. Dexter.
Montana: Ruth Reardon.
Tennessee: W. A. Bass.



In Public Schools

THE MUSEUM OF FINE ARTS AND HISTORY, Evansville, Ind., is inaugurating a new service designed primarily to aid the public schools. The museum has assembled a number of portable exhibits. Mounted pictures, booklets, prints, and articles have been gathered for circulation among the schools.

THE NORTH CAROLINA STATE SCHOOL COMMISSION provides a short-course school for school janitors and maintenance men in that State. The State assumes the cost for board and room, the cost of registration, and the cost of transportation to and from the college is borne by the local units. The school for white men in 1936 was held at the State college in Raleigh, August 3-7, with 100 men attending from 20 different administrative units. The colored men attended the school at A. and T. College in Greensboro, August 10-14, with 100 men in attendance from 20 administrative units.

Attendance was limited to those men who had never attended one of the short courses or who had attended only one. The total cost of the school to the State was \$1,000.

THE MIDDLE STATES ASSOCIATION OF Colleges and Secondary Schools recently issued a list of accredited schools in the States included in that association: Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

THE NEW YORK STATE TEACHERS' ASSOCIATION through its public information service is issuing a series of circulars treating of various phases of education in that State. The following circulars have been received at the Office of Education: No. 1, Salary Reductions and Restorations; No. 2, Curtailments and Restorations of Services; No. 3, Understanding Teacher Tenure; No. 4, Tax Limitation as a Policy; No. 5, Urbanization and Public School Costs in New York State.

THE DIRECTORS OF THE KANSAS STATE TEACHERS ASSOCIATION allocated \$8,000 of the 1937 budget for the program for the improvement of instruction, as reported in the *Kansas Teacher*, January 1937. The program has since January 1936, moved along the following lines: The organization of study centers, the preparation of guidance materials, conferences, State teachers' meetings, and lay participation.

THE PHILADELPHIA BOARD OF PUBLIC EDUCATION has recently released three pamphlets descriptive of the city's senior high schools of various kinds and the curriculum offerings and requirements in these schools. The pamphlets are effective educational guidance publications, intended for circulation to pupils registered in the upper grades of elementary schools or in junior high schools.

IT WILL BE THE FUTURE POLICY of the Indiana State Department of Public Instruction to cooperate with teacher-training institutions and school officials directly through a staff representative in the recommendation and placement of qualified teachers. This service will be highly professional and entirely free to both teachers and school officials.

THE GEORGIA STATE DEPARTMENT OF EDUCATION has set up, through appointment, a commission for the purpose of standardizing the elementary schools of the State. A majority of this commission consists of classroom teachers who are actively engaged in teaching in the elementary schools of Georgia. Each year elementary schools of the State apply to this commission for recognition. The division of supervision, through its supervisors, has visited these schools and made reports to the commission. "Much interest and favorable recognition", it is reported, "have been manifested in this movement, resulting in a vast improvement in 779 white elementary schools and 49 colored schools which have been standardized by the commission."

W. S. DEFFENBAUGH



In Colleges

THE CHINESE LANGUAGE. Until recently few effective materials have existed to aid the student in learning to read serious Chinese books. The chief source for the history of Chinese characters has been a dictionary published in the first century A. D. "replete with bad guesses stated with complete confidence." New light now thrown by archeology on the history of these symbols carries the story of their development back as far as the fourteenth century B. C. Renewed interest is being taken in Chinese and Dr. H. G. Creel of the University of Chicago states that knowledge of very ancient China has advanced more in the last 15 years than it had in the previous 2,000 years.

At the University of Chicago, a 5-year research project financed by a grant of \$28,000 from the Rockefeller Foundation has been announced to provide study materials for the student of Chinese. The 3,000-year-old inscriptions recently unearthed in China will be used in an effort to reduce the time and drudgery now faced by Americans seeking to learn Chinese. Recent discoveries of ancient writings incised on bones and bronzes, reveal the Chinese language near the "picture-writing" state of its development. The first text, "The Classic of Filial Piety", briefest and simplest of the 13 Chinese classics, has already been prepared by Doctor Creel. A "Chinese First Reader" by Chih Pei Sha has recently been published by the University of California Press. The book, designed as a text for beginners, contains 500 characters from which vocabulary more than 1,000 sentences may be used verbatim in conversation, written dialogue, story, or letter. The lack of such a primer has handicapped students in the past.

Among other universities offering instruction in the Chinese language are: University of Southern California at Los Angeles, Georgetown University, D. C., Yale, Harvard, Princeton, and Columbia Universities.

A TRAFFIC OFFICER'S TRAINING SCHOOL with registration limited to 60 Pennsylvania traffic officers, will be held at Pennsylvania State College April 26 to May 27 according to announcements mailed to officials of all major communities in Pennsylvania. The school is the first of its kind to open in Pennsylvania. L. B. Tipton of the Northwestern University's Traffic Safety Institute will be in charge. Instructors will include traffic engineers, police officers, educators, and other specialists in the safety field. Rut-

gers University (N. J.) will open a similar school April 5-17 with a faculty of nationally prominent experts.

"THE WORLD CHALLENGE TO DEMOCRACY.—How Can America Meet It?" is the pertinent subject for Wellesley College's Summer Institute for Social Progress, July 10-24. Economic theories are to be squared with practical experience through discussions of present-day problems by individuals in the professional, business, and industrial worlds. Wellesley has announced Dr. Colston E. Warne (Amherst) as the leader. For further details address 14 West Elm Avenue, Wollaston, Mass.

NURSING AS A PROFESSION. Columbia University has recognized the professional status of nurses by establishing a department of nursing conferring the bachelor of science degree; responsibility for instruction and educational administration in the field of nursing has been transferred from local hospitals to the faculty of medicine. The University of Texas has already recommended that a course of study leading to the degree of bachelor of science in nursing education be added to the curriculum of the university. Candidates seeking to take the 3-year course must satisfy the admission requirements to the University College of Arts and Sciences, and must have completed the curriculum of an approved college or school of nursing or its equivalent. Further requirements for the degree shall be 90 semester hours of work taken at the University of Texas including 21 hours in nursing education, in addition to courses in English, chemistry, zoology, bacteriology, government, sociology, education, and electives. The establishment of this degree has been requested by the Texas Graduate Nurses Association. It does not replace the present bachelor of nursing degree, but is intended to supplement it.

A CENTER FOR CONTINUATION STUDY has been established by the University of Minnesota as a means of extending and improving services to citizens who wish to continue their education beyond the formal limits of their secondary, college, or professional schooling. It is designed for the use of men and women who desire to spend relatively short periods of time in serious and intensive study, and will operate through a series of schools and institutes, organized and directed by the university.

EX-STUDENTS. Based on 586 Princetonians included in the 1936-37 edition of "Who's Who", men who stay in college until graduation seem to have a better chance of "success" than those who flunk out or withdraw voluntarily before the end of the 4-year course. For Princeton the record shows: About 30 percent of living alumni are nongraduates, and about 11 percent of Princeton alumni listed in "Who's Who" are nongraduates. "Of course not even the compilers of 'Who's Who' would claim that inclusion in the volume is proof of an individual's eminence, or that omission means failure to attain success. * * * In General, however, a listing in 'Who's Who' in America signified at least a formal eminence in one's own field of activity." (Alumni weekly, Jan. 8, 1937.)

SESQUICENTENNIAL OF FRANKLIN AND MARSHALL COLLEGE (Pa.) Franklin College, named for Benjamin Franklin, and endowed by him with £200 cash was incorporated 150 years ago for the "Preservation of the principles of the Christian religion and our form of government", and was further distinguished by having four of its trustees as signers of the Declaration of Independence. Later Marshall College, named for Chief Justice Marshall, was merged and the name of the institution changed in 1850 to Franklin and Marshall College. The keynote of the sesquicentennial observance will be "Historic Heritage", and appropriate ceremonies will be held from October 14 to 17 of this year.

N. A. D. A. M. The National Association of Deans and Advisers of Men will meet April 1, 2, and 3 at the University of Texas. The Texas organization of deans will also meet at the same time. Principal speakers for the convention will be Aubrey Williams of the National Youth Administration, and Dean Christian Gauss of Princeton.

ATHLETIC SCHOLARSHIPS. As president of the Southeastern Conference, John J. Tigert, former Commissioner of Education, and present head of the University of Florida, put through legislation which removed discriminations against athletics in the matter of receiving scholarship assistance when an athlete combined with his athletic abilities the qualities and qualifications of an outstanding student.

WALTER J. GREENLEAF



In Educational Research

EDUCATION AS CULTIVATION of the Higher Mental Processes is the title of a book by Charles H. Judd assisted by Ernest R. Breslich, J. M. McCallister, and Ralph W. Tyler, which reports certain investigations designed to isolate complex learning activities from more simple learning activities. By higher mental (or complex) processes Judd means such mental activities as generalization, making comparisons, and arriving at valid conclusions. Some of the studies analyze the increasing complexity in the mental processes required in such subjects as language, arithmetic, and algebra. Other studies are concerned with the statistical relationship between scores on tests of simpler processes and scores on tests of the more complex processes in order to show that progress might be attained in the lower type of activity while being absent in the higher activity. Judd believes that the results of these various studies show that teaching in the upper secondary and college levels should pay direct attention to the cultivation of the higher mental processes.

VERY LITTLE HAS BEEN DONE in gathering statistics on the age-grade progress of rural school children. Such statistics are fundamental to any survey of educational conditions in rural schools. A recent study of the age-grade-progress status in one-room rural schools in three counties in Michigan shows how important such statistics are to an understanding of the policies and practices affecting the pattern of educational progress. This report is entitled *Age-Grade and Grade Progress Data for Children in One-Room Rural Schools*, and is published in the January number of the *Elementary School Journal*. The authors are Maude W. Smith, Fern E. Bickford, Deland A. Davis, and Henry J. Otto.

W. S. GRAY REPORTS in the October 1936 number of the *Journal of Higher Education* upon an investigation of the factors found basic to reading deficiencies on the college level. He finds the following of importance: Limited mental ability, limited vocabulary, inappropriate attitudes, and ineffective habits of thinking, persistence of immature habits of early reading, and visual defects. A remedial program designed to overcome some of these obstacles was developed in the investigation.

STUDIES IN THE FIELD OF COLLEGE PROGNOSIS have recently been reported upon. M. E. Gladfelter at Temple University found a correlation of 0.66 between the score made on the usage section of the English test and freshmen English marks. This indicates that this test has possibilities of use in the guidance field. The study is reported in *School and Society* for September 19, 1936.

An investigation at Hamline University is attempting to find a battery of measures which will yield a correlation of 0.90 with freshmen English work. By using multiple correlations employing high-school marks, college aptitude scores, and the like, a figure in striking distance of 0.90 has been reached. The study, by A. R. Root, is reported in the *Journal of Higher Education* for October 1936.

SEVERAL STUDIES MADE in the field of articulation between high school and college at the University of Buffalo are being issued in bulletin form. The most recent is volume XIII of the *University of Buffalo Studies*, which contains reports on nine studies on various phases of articulation as follows: (1) Articulation in English, (2) academic success of various age and experience groups, (3) patterns of high-school performance, (4) studies in academic motivation, (5) the anticipatory examination, (6) effect of home surroundings on academic achievement, (7) differences between high school and college in methods of instruction, (8) the significance of curriculum choice, and (9) reading ability in high school and college.

DAVID SEGEL



In Other Government Agencies

National Park Service

C. G. THOMSON, superintendent of Yosemite National Park, announces the thirteenth annual session of the Yosemite Field School of Natural History to be held in Yosemite National Park from June 21 to August 7, 1937. This school is conducted by the Government for the training of National Park Service personnel. Its graduates are chosen for ranger, ranger-naturalist, custodian, and park naturalist positions in national parks and monuments. Fourteen men and six women possessing the requisite training and experience in the natural sciences will be selected for the course.

No tuition fee is charged, and cost to the student involves travel to Yosemite and incidental camping expenses. Field work predominates—a week being spent on a research reserve project and 2 weeks on a back-country pack trip for the study of flora, fauna, and geology of the High Sierra.

Write to C. A. Harwell, park naturalist and director of the field school, Yosemite National Park, Calif., if you want an application blank and prospectus.

Office of Indian Affairs

THE OFFICE OF INDIAN AFFAIRS operates 100 country day schools, 2 vocational boarding schools, and 7 hospitals for Indians and Eskimos in Alaska. The



Courtesy National Park Service

Field geology class, Yosemite School of Field Natural History.

schools for white children are under Territorial control.

WILLARD W. BEATTY, Director of Indian Education, announces the continuation and expansion of the 1936 summer schools for in-service training at Pine Ridge, S. Dak., and at Wingate, N. Mex. A third program at Sequoyah Training School, Oklahoma, is also contemplated. Demonstration schools in elementary and secondary education, work in health education, arts and crafts, and other problems of Indian education will be included in the 6-week term. College credits will be arranged.

WRANGELL INSTITUTE, Alaska, established in 1932 as a coeducational, vocational boarding school, through an environmental and curricular set-up definitely relates school life to occupational, community, and home life, thereby bridging the gap between the village elementary school and adult life in the southeastern Alaskan fishing villages, according to Charles W. Miller, director of the institute. The "core experiences" around which the curriculum has been built include: (1) Marine environment and resources of Alaska, (2) the salmon industry, (3) family living, (4) participation in solving community problems, and (5) the acquisition of contributory skills.

MARGARET F. RYAN



In Other Countries

THE ACADEMY OF INTERNATIONAL LAW at The Hague, Netherlands, will hold its regular summer program of lectures for the year 1937 in two periods: July 5-30 and August 2-27. Auditors may attend either one of the series or both, for there will be no duplication, although the subjects will be the same.

This year, as in previous years, the academy offers a considerable number of scholarships. Two of these are available to citizens of the United States. Information about them may be obtained by writing to the Secretariat of the Council of Administration of the Academy, Peace Palace, The Hague, Netherlands.

A PAN AMERICAN INSTITUTE OF HABANA was created by a decree of the Government of Cuba in January 1937. The purposes of the new institute are defined as follows:

- a. The study through scientific investigation of the economic, social, political, and educational problems of American countries.
- b. The teaching . . . of the history, literature, economics, law, and the outstanding cultural achievements of the peoples of America.
- c. The linking of educational efforts of the different universities in America in a center of intellectual cooperation which will serve as a bond among them.
- d. To further through the means set forth above the most cordial understanding and friendship among the peoples of America.

The institute is authorized to issue diplomas and to confer the title of doctor of Pan American affairs on any university graduates who study with it for a period of not less than 2 years, present a thesis, and fulfill the other conditions prescribed by the governing board. The degree will not authorize the practice of any profession.

THE SOUTH-EAST ESSEX TECHNICAL COLLEGE, opened recently under the direction of P. J. Haler, is a new institution for technical training located at Dagenham, one of those areas near London that have become industrialized and changed from rural to urban in the past 10 years. The college has seven departments: Art, commerce, domestic subjects, engineering and building, science, sports, and music. The housing and equipment cost \$1,250,000. The grounds are 17 acres in extent and the buildings occupy 6. Five thousand evening and seventeen hundred day students can be enrolled.

In each department the latest type of equipment is provided. In commerce, a notable room is the one used for retail trades and commodities. Here there is one large shop window facing the corridor, making it of practical use for window dressing and color display, while inside the room are complete grocery and outfitting departments with various types of windows together with a small laboratory and seating accommodation for 20 students. The equipment is in full use for both day and evening classes; two business firms send over 400 employees for instruction.

Associated with the college is the "Ford Scholarship Plan", which consists in bringing for a 3-year training course, 50 students of outstanding ability and intelligence from the technical colleges of the British Isles. They are selected by competitive examination. The first students are now at the college; ultimately there will be 150 who, when they commence their work, will be between 17½ and under 19 years of age. The scholarships offer opportunities to attain a degree of skill and specialized knowledge that commands a position for leadership

on merit alone. The graduates will be employed by main dealers throughout the country as repair mechanics in a class by themselves because of their natural ability and thoroughly planned training.

Another interesting side of the work is the domestic science department. The rural districts have their Women's Institutes which meet in the afternoons, and it is felt that the Technical College should be the center for similar work in a populous area. One hundred and fifty women have joined afternoon classes in dress-making, cookery, first aid, home nursing, and homecraft science, and these students have an opportunity of intercourse while doing work useful in the home and a good use of the little leisure of the busy housewife.

AN INSTITUTE OF ANGLO-PERUVIAN CULTURE is being established at Lima, Peru. Its immediate program calls for an English library and reading room to be used by both English and Peruvians, and facilities for excellent instruction in the English language at moderate prices. Later the Institute hopes to arrange for lectures and conferences in Lima by notable people from Great Britain, and visits to the United Kingdom by Peruvian journalists and professional men who will be assured on their arrival in England of introductions to those persons and institutions best adapted to assist them. It will also offer prizes and scholarships for Peruvian students showing promise in English, and will facilitate the admission of young Peruvians to schools, technical colleges, and universities in the United Kingdom.

THE GOVERNMENT OF THE STATE OF VICTORIA, Australia, has granted £300 to finance an employment census of men who have drifted into dead-end occupations because of the economic depression. The Minister of Education of Victoria is considering a proposal that the school-leaving age be extended to 15 years and that all youths be compelled to attend continuation classes until they are 18, unless they can obtain certificates of exemption through satisfactory employment.

THE PUBLICATIONS of the International Institute of Intellectual Cooperation in Paris, France, will be handled in the future by the Columbia University Press, International Documents Service, 2960 Broadway, New York City. The center of distribution for them in the United States was formerly the World Peace Foundation, Boston, Mass.

JAMES F. ABEL